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A PLEA FOR SPELLING REFORM

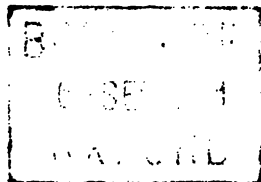
A Series of Tracts compiled from the *Phonetic Journal* and other periodicals, recommending an enlarged Alphabet and a Reformed Spelling of the English Language, as a means of placing the arts of Reading and Writing within the reach of all who speak the English Language or wish to acquire it.

EDITED BY
ISAAC PITMAN.



LONDON :
FRED. PITMAN, 20 PATERNOSTER ROW, E.C.
BATH :
ISAAC PITMAN, PHONETIC INSTITUTE,
1878.
Price 8d., bound in cloth.

*. As the first Tract in this volume, price 2d., and the bound book, 8d. bear the same title, it may be necessary to observe that either work may be ordered through any bookseller under the name of "*A Plea for Spelling Reform*," adding the word "bound" for the book.



PREFACE.

The publication of this volume at a nominal price—the cost of binding—is due to the foresight and munificence of Mr John Coltman, of Newcastle-on-Tyne. Observing that the Shorthand branch of the Reading, Writing, and Spelling Reform could support itself—for persons will learn phonetic shorthand from self-interest—and that the Printing branch of the Reform needed assistance to bring it before the public, he generously gave £300 for the purpose of printing a large number of tracts in advocacy of a Spelling Reform. These tracts were to be sold at a nominal price, or distributed gratis. In a letter to Mr Isaac Pitman, dated 6th July, 1874, just after the purchase of the new Phonetic Institute at Bath, Mr Coltman wrote, “One thing I would like to see you do is, when you get into the new Phonetic Institute [it was entered in the following December,] to begin at the first volume of the *Phonetic Journal* and reprint, with the £300 I send you, all the most able articles that have appeared in the *Journal*, or in any other publication, up to the present time, which advocate a thorough reform in our absurd orthography. The old articles might be repeated in the present *Phonetic Journal*, and 15,000 extra copies printed of them and also of all new articles that appear in the *Journal*; 10,000 for circulation as tracts, and 5,000 for binding, when you have enough for a volume.”

As early as possible in the following year this work was undertaken. (See *Phonetic Journal* for 23 October, 1875.) The first three vols. of the *Journal* (1843-45) were examined, the best papers extracted and reprinted in the Jour-

nal for 1875, and 15,000 additional copies of them were printed in the form of tracts. To these articles were added reprints, in tract form, of valuable papers of a late date which appeared in the Journal during 1876, 77, and the reader has now before him the result in a volume of 328 pages of argument, logic, and reasons, for a remodeling of our most "corrupt" spelling.

A large amount of public opinion favorable to a Reform in Spelling has been created, which expresses itself in a weekly periodical enjoying a circulation of 11,300 copies, and the movement appears now to have reached a stage that places it beyond the possibility of failure. Every day the number of advocates of a Spelling Reform increases, and it is now only necessary that its friends should work it into their longhand writing, and through the press, to bring about a change.

The action of the London School Board, which commenced in the latter part of 1876, and has been supported by above a hundred other School Boards, urging upon the Committee of the Privy Council on Education to move the Government for a Royal Commission to inquire whether it would be possible to reform spelling in the interests of primary education, and of thus making the arts of reading and writing accessible to the bulk of their children, is, perhaps, the most noticeable sign of progress that has occurred during the last two years.

A series of books for teaching reading has been printed in the phonetic alphabet, for use in schools and families. (See catalogue at the end of this volume.) Ever since phonetic printing commenced in 1844, the claims of phonetic spelling have been presented in a periodical; for six years in a monthly journal; for two years (1850, 51) in a fortnightly one; and during the last twenty-six years in a weekly, which has a large and ever-increasing circulation. In the same period various books have been printed in *phonetic* type, such as the Bible, Testament, Prayer Book, *Paradise Lost*, etc. Most of them being tentative as re-

gards the new alphabet, are now out of print. From one of them, the latest, a volume of 576 pages, entitled "A Memorial of Francis Barham," the following brief statement of the necessity for a Spelling Reform, and an account of the new letters that have been added to the alphabet, is extracted.

"All that is necessary to make 'reading and writing come by nature,'—all that is necessary to make that which is now, as Shakspeare implies, the most difficult part of a man's education,—all that is necessary to take the point out of Dogberry's wit, after it has done service for three centuries, is, to enlarge the English Alphabet, so that it shall contain a letter for every sound in the language. Furnished with such an instrument, the writer could express the sounds which he speaks and hears in English. The alphabet that we borrowed from the Romans has done some service, but a really English alphabet—a complete classification of the sounds of our language, which is a richer tongue than the Latin—would be much more effective.

"If letters are not meant to express sounds, what is their purpose? If a word—a spoken word—cannot be analysed into its several elements or sounds, and if these sounds are not the letters by which the word is known, such word, when written, is to all intents and purposes a hieroglyph, and we might as well draw some Egyptian hieroglyph, and say, That figure stands for such a word. When we speak the word *though* we utter two sounds, a vocal *th*, which I will represent by "d," and the vowel *o*. Why should we take the trouble to write six letters to represent this word, when two letters would answer the purpose? But our *o* must be a true *o*, one that represents the sound it has in *though* on all occasions. For this long, open vowel, a slight modification of *o* is introduced, thus "σ," and the old letter is reserved for the sound which it commonly represents, namely, the short vowel in *not*.

"It is remarkable that the principal letter in which our alphabet is deficient, that is, the one which most frequently

occurs,—a letter for the vocal *th* in *they*,—was in use when books were written with the pen, and was discarded on the introduction of printing! The letters ‘ð’ and ‘þ,’ or ‘þ’ and ‘ð,’ (for they were differently used in different counties,) were employed by the Scribes before the days of Caxton for the two sounds of *th* in *then*, *thin*. It must be evident that distinct types are as necessary to distinguish these two sounds to the eye, as they are to distinguish the two forms of *t* (or *d*) in *den*, *tin*; or the two forms of *f* (or *v*) in *leave*, *leaf*. What rational objection can there be to the re-introduction of the letters ‘ð, þ,’ under the improved shapes ‘*d, ð; t, θ?*’

“The same mode of reasoning may be applied to the letter next in frequency which requires to be supplied, namely, a nasal-guttural sound related to *n*, which we now represent by the combination *ng*, in *sing*, *long*. In the absence of this letter we confuse the reader by writing *longer* for both *long-er* (one who longs), and *longer* (more long). A modified ‘*n*’ is proposed for this sound, thus, ‘*ṅ*.’ With the help of this type we can mark such distinctions of pronunciation as *loyer* and *longer*, *siṅg* and *singṅ*—as some pronounce.

“With three other new letters, our alphabet would be completed, as to the consonants, for English. They occur in the order of frequency, thus: ‘*j*’ for *sh*, in *she*, *wish*; ‘*q*’ for *ch*, in *cheap*, *fetch*; and ‘*z*’ for the sound which *s* takes in *vision*, *treasure*.

“Let the smallest perceptible and legible variation be made in the forms of the vowels ‘*a, e, i, o, u*,’ (which generally represent short sounds,) for their corresponding long sounds; add a letter for the broad *a* in *all*, *broad*, *taught*; one for the vowel in *son*, *but*; thus, ‘*a, e, i, o, æ, u, æ*; and slightly modify ‘*i, u*’ for the diphthongs in *time*, *tune*, thus, ‘*j, y*,’ and our alphabet is complete.

“The use of such an alphabet is, that children can be taught to read and spell by it in a year as well as they can be taught in seven years by the common alphabet and or-

thography. It may be said, But it is useless to teach children to read by this phonetic alphabet, when all our books are printed in another alphabet and style of spelling. This objection is met by the fact that when children have learned, according to their capacity, in from six to twelve months' practice, to read fluently by the phonetic alphabet, they can also read, slowly, books as ordinarily printed, and in two or three months they can read the old books as well as if they had had six years' drilling in them alone. So great is the advantage which truth has over error.

"As to their learning to spell in the present absurd fashion, the simplification of reading certainly does not make spelling more difficult than it is at present. If learned at all,—and the necessity for it will daily become less, in the presence of phonetic spelling,—it must be learned as it is now, namely, by a combined and long-continued effort of memory and observation, and by extensive reading and writing. Alas that people should consider it necessary to spend so much time in learning that which is of no value! Archbishop Trench, in his maturity, would hardly advance his famous history-in-the-spelling reason for retaining the present orthography, against the opinion of Max Müller and other etymologists.

"Children must be taught to read phonetically in the schools established under the Education Act, or they will not be taught at all; simply because there will not be time to teach them both the mechanical art of reading by the old alphabet, and to give them the instruction in a religious morality and a few sciences, to which reading is merely preparatory. The children having become familiarised with the phonetic alphabet will, as they grow up, prefer phonetic or truly-spelled books, which show the pronunciation on the face of every word, to books in the old spelling. A market for such books being created, they will be produced, and that at a saving of ten per cent. by omitting all silent letters. We shall no more think of casting away our *present stock* of books than we should think of destroy-

ing vellum manuscripts because type-printed books are cheaper and more legible."

Several specimens of Phonotypy occur in the present volume, particularly in the second paper, Max Müller's Defence of Phonetic Spelling, which appeared in the *Fortnightly Review* for April, 1876. (See from page 16, which contains the phonetic alphabet, to page 41.) Founts of phonotypes, in all the book sizes, from Pica to Nonpareil, may be procured from the foundry of Messrs V. and J. Figgins, London, and founts of Great Primer, two-line Pica, and Canon, from the foundry of Messrs Reed and Fox, London, at the price of ordinary founts.

An approximation to phonetic spelling may be produced with the letters of the old alphabet. This style of reformed spelling is called Semiphonotypy. Without employing any new letters, it removes the anomalies of the common spelling, and enables a writer to express an unknown word, a geographical or scientific term, without asking how it is to be spelled. It is also used as a means of introducing the enlarged phonetic alphabet of thirty-eight letters. The following explanation of it furnishes a specimen of the style:—

Semifonotipi.—The oaldest abeus in this kuntri iz the abeus ov leterz in speling. It daits bak tu the teim ov the Roaman okeupaishon, when the lan'gwaij ov the naitivz woz redeust tu reiting bei meenz ov the Roaman alfabet. That alfabet, tho adekwait for the reprezentaishon ov the soundz ov the Latin tung, woz inadekwait tu represent the moar neumerus soundz ov the lan'gwaij spoaken bei the Britonz; and in meni instansez toó leterz wer kombeind tu represent a sound which shùd hav had a sein ov its oan. The evil haz gon on inkreesing with everi wurd that haz been aded tu the lan'gwaij, until, at last, az Maks Meuler obzervz, "If we kompair In'glis az spoaken with In'glis *as riten, or speld*, thai seem aulmoast leik toó diferent

lan'gwaijez, az diferent az Latin iz from Italian." The alfabet ov Semifonotipi iz :—

aa. The braud or Italian *a*, herd in *alms, father, rather, psalm, baa, balm, halve, aunt*, iz represented bei "aa."

ai. The vowel in *bass* (music), *favor, made, maid, great, neigh, pray, gauge, plague, there*, iz represented bei "ai."

ee. The vowel in *be, these, beat, peep, Greece, pique, shriek, grieve, seize, key, quay*, iz represented bei "ee."

au. The vowel in *talk, small, taught, fraud, sauce, brawl, ought, awe, broad*, iz represented bei "au."

oa. The vowel in *go, boat, smote, toll, bold, foe, door, though, mould, crow, beau, sew*, iz represented bei "oa."

oo. The vowel in *do, move, crew, boot, soup, brute, true, rheumatism, shoe, two*, iz represented bei "oo."

a, e, i, o, u, represent the short vowelz in *pat, pet, pit, pot, but*; and the vowel in *put, foot* iz represented bei "ü."

i (long). The difthong in *final, bite, sigh, pie, ply, type, aisle, sleight, eye, guide, buy, rye*, iz represented bei "ei."

u (long). The difthong in *duty, beauty, tune, new, cue, feud, ewe, view, suit*, iz represented bei "eu."

oi, ou. The difthong in *boil, boy*, iz represented bei "oi," and that in *out, house, bough, now, town*, bei "ou."

Theez konsonants represent the inishal leterz ov the wurdz below:

b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z
bed, die, far, go, he, joy, key, let, me, no, pay, rat, so, true, tow, we, ye, zeal.

The adishonal konsonants nesessari tu komplet the alfabet ar: **ch, th, th, sh, zh, n'** and **ng**, for the soundz in *cheese, thin, then, shoe, vision, anger, sing*. The ferst leter ov "th" (*thin*), iz maid from "f" bei kuting of the dot. The kapital iz "Th," the ferst leter being maid out ov "F."

N before *k* taiks the sound ov *ng*, organikali, az in *ink, bank* = *ingk, bangk*.

C, q, and *x* ar rejekted, az unnesessari. The plais ov *c* iz supleid bei *k*, az in *cap, cot, cut* = *kup, kot, kut*; or bei *s*, az in *century, cipher* = *sen'euri, seifer*. The kombinaiion *qu* iz riten *kw*, az *quit* = *kwit*; and *x* iz eksprest bei *ks*, or *kx*, or *ksh*; az *fox, exist, noxious* = *foks, ekzist, nokshua*.

It iz not nesesari tu dubel *e* for the long vowel in the uninflekted monosilabelz *be, he, me, she, the, we, ye*; nor befoar a vowel, az *real*. *O* insted ov *oa* mai be riten in *bo ! Co.* (Company), *fro, ho ! lo ! no, pro, so, tho*, and in unaksented silabelz, az "protekt;" and *u* for *ù* mai be riten in *tu, intu*, or befoar a vowel az *fruishon*, sins the vowel in *bst* (*u*) kanot okúr in thoaz pozishonz.

This, or eni uther fonetik or parshali fonetik sistem ov speling, baist on the oald alfabet, iz rekomended for adopshon bei everi speling reformer hoo duz not prefer the kompleet fonetik alfabet. Az speling iz a mater ov habit, the steil, whether fonetik or semifonetik, shùd be deseided on, and then adheerd tu. When reiting, wun kanot stop tu think ov the several leterz that kompoaz a wurd. This must hav been seteld in the meind, and must hav run down intu the fin'gerz long befoar; and the meind when engaijd in the kompozishon ov sentensez must be releevd ov aul kair about orthografi. Pour fonotipi iz, ov koars, preferable tu Semifonotipi; the later iz, "eezi speling," the former iz eezier. Stil ther ar ^{many} ~~most~~ personz hoo prefer a steil ov fonetik speling without neu leterz. For such this sistem haz been prepaired, and it mai be emploid in biznes and in korespondens instantli. Its defekts ar evident on the fais ov it. It iz Semifonotipi, and not the enteir trooth. It iz such a mezhùr ov orthografik reform az wùd be kauld reezonabel bei meni personz hoo admit the nesesiti ov sum reform, but objekt tu the introdukshon ov neu leterz. Wheil it duz not "goa too far," and maik the printed paj lùk strainj, it remoovz aul the glairing anomaliz ov our "efeet and korupt" speling, and its eus bei speling reformerz wil prepair the wai for the Fonetik Alfabet.

Artikelz and leterz mai be printed at wuns in neuzeitperz and magazeenz in Semifonotipi, without neu teips. Semifonotipi shùd not be lùkt upon az an end, but az a meenz tu the introdukshon ov an enlarjd alfabet. It mai *be euzd konkurentli* with fonetik speling with neu leterz, *asch deigraf* in Semifonotipi koresponding tu a neu leter

in Fonotipi, az in the foloing sentens, which kontainz aul the leterz ov the Fonetik Alfabet:—

Bei the Fonetik Alfabet eni person, oald or yung, mai be taut tu reed boath in fonetik and in ordinari buks, in three munths,—and often in twenti ourz' instruksjon,—a task which iz rairli akomplisht in three yearz ov toil bei the oald alfabet. Whot faather or teecheer wil not hail this grait boon tu edeukaishon?—this pouerful masheen for the difeuzhon ov nolej!

Bj de Fonetik Alfabet eni person, oald or yung, ma bi tot tu rid böt in fonetik and in ordinari buks, in tri munts,—and often in twenti ourz' instruksjon,—a task whiq iz rairli akomplisht in tri yirz ov toil bj de oald alfabet. Whot fader or tiger wil not hel dis gret bunn tu edukasjon?—dis pouerful masin for de difuzjon ov nolej!

A slight modification of Phonotypy, by retaining the three old-letter digraphs, *th*, *sh*, *ch*, as representatives of “*d*, *j*, *g*,” reduces to a minimum the “Strange-Appearance Objection” which is generally brought against the new spelling. This is really the only valid objection to it, and it is one which time and usage will gradually overcome. When the separate letters of these digraphs are required to represent their alphabetic powers, a hyphen must be inserted between them, thus, *nut-hook*, *mis-hap*. *C* being discarded from the alfabet, *ch* cannot occur in this style of printing, except as a digraph. The following paragraphs, extracted from the *Phonetic Journal* for 5 August, 1876, illustrate this style of orthography:—

Hemifonotipi.—In ol reformz ov kxstomz and institushonz that hav ther ruts in the habits ov sxsjeti, the wjzest kers iz tu kombjn the *maksims ov reform* with the *minims ov chenj*. If the chenj ov habits rekwjrd bj a reform bi veri gret, the ivil ov distxrbig lij-log habits, and thxs koxiz west ov tijm and konfuzon ov jdzaz, wil bi kon-siderd tu outws the ivilz that flx from the abus; and the ivilz ov the kxrent ortografi ar skersli felt in a direkt manner, from our havig bin akxstomd tu them from chjldhud.

In the Fonetik Alfabet *nø* leter ov the old alfabet iz tsrnd from its ordinari qs, and the nesesari fiftin nq leterz ar med on the model ov the old wanz. *Nø* nq prinsipelz ov konstrskshon ar introdqst, bst *Æ* iz formd on *A*, *Ǝ* on *E*, *Ɩ* and *Ƨ* on *I*, *Ƣ* and *ƣ* on *O*, *Ƥ* and *ƥ* on *U*, and *Ƨ* on *O*, *U* and *X*. *Ǝ* iz med from *C*, *H* and *Ƨ* ar modeld on *F*, *T*, *B*, *R*; *Ƨ* on *N*; and *Ƨ* (reverst for *Ƨ*) iz borrd from the Grik alfabet. The smp prinsipel obtanz with the smol leterz.

The *maksims ov reform* in speliŋ wi hav in the Fonetik Alfabet; the *minims ov chenŋ* wud bi sekurd bi chenŋiŋ nstŋ. Bst the komon speliŋ iz “efit,” and sƳ sterli “korspt” that ssm reform iz imperativli demandd bi bƳ lerned and simpel. Ferti-fƳ yirz ov fonetik printiŋ with an alfabet konteniŋ “a sŋ for everi sound”—the *maksims ov reform*—hav prdqst a konvikshon that tu kontnu the sƳ advokasi ov the nq Fonetik Alfabet iz tu atempt tu drŋv in the wej that iz tu split Ƴp the narld Ƴk ov English Ƴrtografi bi the Ƨik end.

ThƳz lŋnz in Tomson’s “Hŋm tu the Diity,” wher hi deskribz man az asendiŋ “from gud tu beter, tu beter thens agen, and beter stil, in infinit prƳgreshon,” wud re-siv ilxstreshon mƳr frikwentli in our everi-dƳ lif if wi wer mƳr fƳtful and perseviriŋ in tekiŋ the ferst step,—in asendiŋ from the “gud” wi hav tu the “beter” which lŋz befer Ƴs. Wi stop and tek our rest jst wher wi ar; wi “kana bi fasht;” wi kanot bi put out ov our kƳrs; wi ar kontent with the modiksm ov “gud” and truat wi pozƳs, and thƳs wi luz the infinit atenabel “beterz” and “bests” that lŋ befer Ƴs. The introdskshon ov Semifonotipi iz a kes in point. Wi simd, in a serten wƳ, tu hav atend Ƴk-ses in the komplitnes ov the fonetik alfabet az an instrument for kariŋ the Speliŋ Reform; and yet the nqzpeperz and magazinz kontnu tu qz the old barbarƳs stŋl ov speliŋ az befer. Ov kƳrs the dm. Siŋ this, wi gev a skim bi which eni editƳr mŋt komens speliŋ fonetikali *without nq leterz*. Bst iz ther not a midizm betwin pur FƳnotipi, *wŋch ŋs strenŋ apirans*, and Semifonotipi? On kountiŋ

the oksrens ov the fiftin nū leterz in a kwortør pej, it iz found that bj sɛbstitutiŋ *ch, th, sh*, for "g, d, j," the "strenj-apirans objekshon" tu Fønotipi iz redyɛt bj wɛn-tɛɛd.

This Hemifønetik stjl ov spelig iz espeshali komended tu the notis ov spelig reformerz for adopshon in ther loghand rjtiŋ. The pej luks kwjt familiar, yet it iz a korekt piktur ov the prɛnsnsieshon. Tu ol hui wil rezolqtli uɛ it in ther rjtiŋ it wil pruv a satisfaktori restiŋ-ples at which tu holt on ther wɛ tu absolqt fønetik spelig. In the absens ov a beter nem it mɛ bi kold "Hemifønotipi," from the Griek *ἡμι*, a hɛf. If a qfɛniɛs Griek wɛɹd signifiŋ *tri-kwortør Fønotipi* kud bi compounded, it wud bi mɛr apɹɹɛriɛt. Olthɛ, literali, Semifønotipi and Hemifønotipi min the sem fiŋ, nemli, hɛf or parshal fønetik printiŋ,—*semi* biinŋ the Latin form ov the Griek *ἡμι*,—yet az apljɛd tu tū stjlz ov Fønotipi, the ekspres the diferens betwin tū stjlz ov spelig prɛdyɛt bj tū alfabetz, wɛn ov which (Semifønotipi) kontenz twenti-tri leterz, and the ɛthɛr (Hemifønotipi) tɛrti-fjv. In Semifønotipi fiftin, and in Hemifønotipi tri diŋrafs ar emplɔid tu reprezɛnt siggel soundz. The alfabet ov simpel soundz iz tɛrti-fɛɹ; the praktikal Fønetik Alfabet kontenz tɛrti-et leterz (inkludj the dɛsɛl soundz *g, j, i, u*, bɛt ɛmitiŋ *ou, oi*). Ther iz a bɛtifiɛl gradeshon—a nitli-fashond literari wej sin in—1 Fønetik Shorthand, whɛr the ej ov the wej iz sɛ fɛn az tu bi invizibɛl; 2 Semifønotipi (nɛ nū leterz, and not wɛn riali anomalɛs spelig); 3 Hemifønotipi (absolqt fønetik spelig, bɛt prezerviŋ tri familiar diŋrafs); 4 Fønetik spelig with the nū alfabet;—and wi shal hɛnsfɛɹt bend ol our enɛrjiz tu the "drjviŋ hɛm" ov this wej, olwɛz insertiŋ the fin end in the fɛɹst kɛs.

Nūzɹɛɹ pɛɛlishɛrɛz mjt intrɔdyɛs wɛn nū leter ɛvɛri mɛnts, or ɛvɛri tri mɛnts, without los ov tɛm bj thɛr kompozitorz, beginiŋ with *k* in ples ov hard *c, ks, kz*, or *ksh* for *x*, and *kw* for *qu*; and then tekiŋ the fiftin nū leterz, wɛn at a tɛm, in the order in which the oksɹ in the Fønetik Alfabet.

ISAAC PITMAN.

Phonetic Institute, Bath, Feb., 1878.

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- Report of a Public Meeting on Spelling Reform, held at the Society of Arts, 29th May, 1877

A PLEA
FOR
SPELLING REFORM

BY
W. R. EVANS.

AUTHOR OF "FLOWERS OF FABLE," ETC.

EDITED BY
ISAAC PITMAN

LONDON:
P. PITMAN, PHONETIC DEPOT, 20 PATERNOSTER ROW, E.C.

BATH:
ISAAC PITMAN, PHONETIC INSTITUTE.
Or of the Author, 37 Devonshire Street, Queen Square, London.

*Price 2d., or 1s. 6d. per dozen. Bound in Cloth, together with 200
Pages of Spelling Reform Tracts, 8d.*

1877.

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SPELLING REFORM.

PART I.

DESIRABILITY OF REFORM.

The linguistic student will not need to be told that our language possesses the most anomalous orthography of any of the languages using the Roman alphabet. To see Roman letters applied to express sound with something like systematic regularity, one must look to the Welsh, the Spanish, the Italian, the German, and other languages; but the English can hardly be named in the same breath even as the French, with all the silent consonants of the latter, and its exceptions to general rules. The irregular character of our orthography is doubtless due to various causes. The discrepancies in spelling exhibited by Anglo-Saxon manuscripts appear to show that Roman letters were originally applied in a rough-and-ready fashion to express the sounds of our ancestral tongue. After the Norman conquest there was an infusion of French words with a different system of orthography; and later on Latin and Greek derivatives were largely brought in, without any care to adapt them to a vernacular system of spelling; while in later days all sorts of foreign intruders have been received, without requiring them to change their original dress. Amid this confusion of elements in the language, all attempts at a regular scientific representation of sound by letters appear to have been abandoned. It was enough that a word had a fixed orthography in Roman characters, and that it should acquire some vernacular pronunciation, more or less connected with its spelling. The result is that, with us, most letters represent various sounds, and most sounds are variously represented by letters.

ENGLISH VOWELS.

The first thing that strikes a foreigner, or a native-born intelligent child, in learning to read English, is the want of correspondence between what we call the short and the long sounds of our vowels, as in *bad* and *bade*, *met* and *mete*, *fin* and *fine*, *con* and *cone*, *duck* and *duke*. For these variations of the power of the vowel-signs we might find causes in the history of the language.

but we will content ourselves now with pointing to the discrepancy between the above so-called short and long sounds, and to the additional fact that all the vowel-signs are made to represent other incongruous sounds besides these, as in the following

Table of Vowel-Signs.

A—făt, fâte, fâther, wàs, wáll, àny
E—mêt, mêter, thêre, prètty
I—fin, final, pique, fir
O—pôt, pôtent, wôlf, môve, lôve
U—pûn, pûny, fûll, rûle.

In this table we have only represented what may be called *regular* uses of the five ordinary vowel-signs, adding a scheme of accents which will hereafter be useful in discriminating the sounds. At first sight, we appear to have five vowel-signs representing twenty-three different sounds, all according to what may be called the common orthography of the language, for we have purposely excluded a few such exceptionally anomalous spellings as *sergeant*, *women*, *bury*, *busy*, (which, according to ordinary analogy, should be spelt *sargeant*, *wimen*, *berry*, *bizzy*). But, on examining the table, we shall find that we have not actually twenty-three distinct sounds, because the same sounds recur under different signs. We may exhibit this in the following

Table of Vowel-Sounds.

ă—făt	ô—pôt, wàs
â—fâther	ō—wáll
ä—fâte, thêre	ö—pôtent
ǣ—mêt, àny, fir	ũ—pûn, lôve
ë—mêter, pique	ü—pûny (<i>diphthong</i>)
ī—fin, prètty	û—fûll, wôlf
î—final (<i>diphthong</i>)	û—rûle, môve

From this attempt to make somewhat like a systematic tabulation of the sounds represented by the five English vowel-signs, it will be seen that although the five characters are really used in twenty-three ways altogether, giving four uses in three cases, five in one, and six in the other, yet there are really only fourteen vowel-sounds, including two diphthongs.

Conventional Short and Long Vowels.

English grammarians and lexicographers attempt to lay down rules for the various uses of each vowel-sign. They tell us, for instance, that what we may call the *conventional* short and long sounds (for they do not stand in this relation in nature) are distinguished by a consonant closing the syllable in one case, and a vowel in the other, as in *fat*, *fa-tal*; *met*, *me-ter*; *fin*, *fi-nal*; *not*, *no-tice*; *dull*, *du-ly*; and that final mute *e* (once pronounced) makes, *as it were*, an artificial syllable with the preceding consonant, and

thus gives an antecedent vowel the same force as if it ended a syllable, as in *fate, mete, mile, shore, tune*. But how are we to tell when a consonant is intended to end a syllable, and when a vowel? Take such examples as *sane, adnity*; *nation, national*; *navy, navigate*; *meter, metrical*; *final, finish*; *floral, florid*; *student, study*; *punitive, punish* (where each pair of words is from the same root); and we ask, how does the orthography distinguish the sound in these and in thousands of similar cases? Again, if we scrutinize the supposed effect of final *e* in producing the conventional long sound of our vowels, we light at once upon such anomalies as *are* and *fare*, *have* and *eave*, *were* and *mere*, *give* and *dive*, *notice* and *entice*, *active* and *arrive*, *doctrine* and *divine*, *gone* and *bone*, *dove*, *move*, and *rove*, with many others. Nor would the mere dropping of the final *e* after the above short vowels make the required distinctions without other changes.

We may further note here that in many other positions where the conventional long sounds of the vowels are supposed to be regularly used we frequently find the short ones. Thus, if we have *change* and *range*, we have also *flange*; *paste* and *waste* have *oaste* for an ill-assorted fellow; *bind* and *pint* must keep company with *wind* and *mint*; *toll* and *droll* with *doll*; while *corn*, *port*, and *most* are readily confronted with *corn*, *short*, and *cost*. Thus no certain means are provided in thousands of cases to mark whether a vowel-sign represents the conventional long or the short sound, quite different in nature as those sounds are, and the spelling-books only partially surmount the difficulty by adopting a plan of syllabication which is often in conflict with etymology and phonetics.

Lengthened Vowels.

Having exemplified the confusion which arises from attempting to express ten vowel-sounds in discordant pairs by five signs, it may now be noted that the natural lengthening of the short vowels *ä* and *ø* causes ambiguity with regard to a few words, for *father* and *rather* are quite out of keeping with *bather*; and *there* and *where* assort ill with *here* and *mere*. More or less lengthened *a* in such words as *part*, *past*, *path*, *palm*, would at first sight appear open to no criticism; still we have such discrepancies as *casting* and *pasting*, *lasting* and *hasting*, *fasting* and *wasting*. A similar extension of *ø* in *cork*, *corn*, *cost*, *cloth*, has the objectionable feature of being confounded with the conventional long *o* in *pork*, *corn*, *post*, *both*, etc.

Exceptional Sounds of the Vowels.

We have now disposed of twelve uses of the five vowel-signs, but we have still eleven more to treat of as exceptional though frequently-occurring sounds. First we have short and long broad *a* as in *wads* and *walk*. The grammarians tell us that the preceding *w*, *wh*, and *gu* cause the first sound; and so they do in *wads*, *what*,

quality, but not in *wär*, *whäck*, *equäl*, or *equation*. It would seem, too, that *wäter* is supposed to come under this rule; but if so, are *wäfer* and *wäver* irregular spellings? So much for the alleged natural broadening effects of letters preceding *a*; from which we will pass to another pretended rule, that *ll*, or *l* and another consonant, following *a*, produce the long broad sound; but though *áll* may agree in sound with *awl*, and *háll* with *haul*, *sháll* is quite differently sounded from *shawl*. Then we have one vowel-sound in *báld* and *sált*, and quite others in *bálm* and *scálp*. Or, if we take words in which the sound of the *l* is lost, and the loss might be supposed to be similarly compensated for, we find equal discrepancy, as in *chálk*, *tálk* on one side, and *cálf*, *sálve* on the other.

As for the exceptional sound of *ä* in *any* and *many*, this, like the sound of *é* in *pretty*, would have been left out of consideration here, and have been placed among isolated anomalies, but that some orthoepists recognise this sound of *a* in *savage*, *populæce*, etc., and that the sound of *é* is frequent in terminations like *ignéous*, *bountéous*, *aréa*, *linéal*, etc.

There is a natural long sound of *i* in *pique*, *clique*, *police*, *prestige*, *machine*, *marine*, *magazine*, and many other words, and we have only need to ask, How is this distinguishable in English orthography from the *i* in *pike*, *advice*, *oblige*, *divine*, or from that in *novice*, *vestige*, *doctrine*? Another accidental sound of *i* is that in *fir*, *mirth*, etc., where *e* would be the more natural sign, and where an abnormal sound of the *i* is heard which is often imported by the imperfectly-educated into *irregular*, *irritate*, etc.

We next have three exceptional uses of the vowel-sign *o* to notice. Here again, as with broad *a*, we may be told of the influence of *w* and *wh* in producing the sounds *ö* and *ô*, as in *wolf*, *womb*, and *whose*; but there is no *w* or *wh* to account for the vowel-sound in *tomb* and *lose*, so different from the conventional long *o* in *comb* and *rose*, while the consonantal prefix does not deprive *wold* and *whole* of the latter sound. The fact is that the *ö* and *ô* sounds, as in the common words *to* and *do* (compare *so* and *no*) occur independently of any preceding letters, while the general effect of *w* upon *o* appears to be to produce another exceptional sound, as in *won*, *word*, *worse*, *worth*, though that does not prevent our having the regular short *o* in *wot*, nor the conventional long *o* in *sworn*. Indeed, *o* is the vowel-sign upon which we can place least dependence of any as regards its sound in any particular position, as will be seen by comparing, in addition to the above examples, *loth* and *troth* with *moth* and *doth*, *cove* and *rove* with *prove* and *move* or *dove* and *love*, *on* and *con* with *son* and *ton*, and *tone* with *gone* and *done*; or we may instance five distinct sounds of *o* in positions where *i* would only have one sound—thus, *pot*, *most*, *wolf*, *tomb*, *son*, as compared with *pif*, *mist*, *wilt*, *limb*, *sin*.

We have now left only the exceptional sound (in English) of *ä* in *put*, *pull*, *push*, *push*, with its natural extension *ä*, as in *ruth* and

truth. As for the former, it is the occasion of as awkward anomalies as *o* in *con* and *son*, as we may readily see by comparing *but*, *dull*, *fuss*, *flush*, with the words just cited. The *u* in *rule*, *runio*, is regularly used for conventional long *u* after *r*, but this *u* is liable to confusion with conventional short *u* in *run*.

We will close this review of the single vowel-signs by saying that we have as yet advisedly refrained from complicating our subject by introducing *y* and *w* as vowel-signs, because *y* may be considered as only the *alter ego* of *i* in three sounds, represented by the former in *myth*, *by*, and *myrrh*; and *w* is not a vowel-sign except when used in combination. These letters must now, however, come upon the scene.

Vowel Digraphs.

After all the complication and confusion which we have exhibited as the result of endeavoring to express fourteen sounds by using five signs in twenty-three different ways, without any real means of discriminating when one sound and when another is intended, or what sign should be used to denote a particular sound, we have not done with the representation of vowel-sounds in English. Besides the separate vowel-signs, there are digraphs, or combinations of two signs, and even trigraphs, or combinations of three signs, to the number of twenty-two, used to express the same fourteen sounds as we have already seen represented (or misrepresented) by the five vowel-signs, with the addition of two more diphthongal sounds, making sixteen distinct sounds in all.

Table of Digraphs.

ai—pail (ā), said (ē), plaid (ä)	oa—road (ō)
ay—pay (ā), says (ē)	oe—toe (ō), shoe (ō)
au—yaul (ā), aunt (ā)	oi—toil (ōi)
aw—yawn (ā)	oy—toy (ōi)
ea—heat (ē), sweat (ē), great (ā), heart (ä)	oo—wood (ō), food (ō), flood (ō), door (ō)
eau—beau (ō), beauty (ü)	ou—sour (ōü), pour (ō), would (ü), tour (ā), cough (ō), sought (ō), couple (ō)
ee—heel (ē)	ow—town (ōü), sown (ō)
ei—receive (ē), vein (ā), height (i)	ue—due (ü), rued (ā)
ey—key (ē), prey (ā), eye (i)	ui—suit (ü), fruit (ā), build (i), guile (i)
eu—eulogy (ü), rheum (ā)	uy—buy (i)
ew—ewe (ü), drew (ā), sew (ō)	
ie—lie (i), lief (ē), sieve (i)	

We have excluded from notice in this table all digraphs or sounds of digraphs which occur only in isolated cases, as in the words *gaol*, *gauge*, *heifer*, *people*, *yeoman*, *parliament*, *friend*, *view*, *broad*, *does*, *bellows*, *guard*, and in many terminations, as *captain*, *mercies*; just as we disregarded isolated sounds of the single vowel-signs.

A cursory examination of the Digraph Table will at once show

that only four of the digraphs (*oi*, *oy*, *ow*, and *ow*) are employed in expressing the two additional diphthongs, and that twenty of them (including *ow* and *ow*) are used to represent the same sounds as the single vowel-signs. Yet, though twenty-two auxiliaries are brought into the field to help five characters to give expression to fourteen sounds, their aid only makes the confusion more confounded. The condition of our vowel notation may be briefly stated thus in figures (including now *y* with its three powers):—

	6 single vowel-signs with 26 uses	
	22 digraphs	„ 54 „
Total ...	28 signs	„ 80 „

to express 16 sounds; or an average of nearly 3 uses for each sign, and of 5 signs used for each sound.

But even this arithmetical average gives no approximate idea of the state of confusion in some instances. The digraph *ow* expresses ordinarily seven different sounds, as may be seen in the preceding table, and the vowel-sign *o* alone expresses five of the very same sounds (see page 4). One of these sounds in each case is that of *o* in *do*; but this same sound is represented, not only by *o* and by *ow*, but by seven other signs, making nine in all, as in *do*, *truth*, *rheum*, *drew*, *shoe*, *tool*, *soup*, *true*, *fruit*; the vowel-sound in all of which words might be expressed by *oo*. It must not be thought, however, that even yet we are making the worst of English vowel-notation. We have put aside all the isolated anomalies in vowel-signs as not essential to the ordinary orthographic system of the language; but we must not lose sight of the fact that there is a special source of confusion attaching to about half of the digraphs—namely, that the letters ordinarily constituting these combinations are not used for this purpose, but to express two conjoined, though separately-pronounced vowel-sounds. Thus we have *real*, *creator*, *seest*, *reiterate*, *lenient*, *diet*, *coagulate*, *inchoate*, *poet*, *coeval*, *doeth*, *coincide*, *cooperate* (better *co-operate*), *duel*, *ruin*, etc. Even the mark of diæresis in its ordinary use would be of little service in such words, seeing that the separated vowel-signs would still be indeterminate in their sound (as in *reäl*, *creätör*; *poët*, *doëth*). Altogether, therefore, the digraphs are perhaps a greater source of confusion in English spelling than the single vowel-signs, since there is hardly the appearance of rule for their use.

We may now give a complete table of the vowel-sounds in the English language, with the ordinary modes of representing them by single or conjoined characters, omitting, as we have hitherto done, all isolated anomalies in spelling. If the reader will look carefully down, as well as across the Table, he will see not only *how many ways* there are of expressing each sound, but *how many sounds each vowel-sign or digraph is made to express*. Perhaps,

if inexperienced in the subject, it is only in thus investigating for himself that he will appreciate the full force of our remarks on this subject.

English Vowel-Sounds, as variously represented.

1. æ—fat, Isaac, plaid
2. ā—father, aunt, heart
3. ā—fatal, pail, pay, there, great, vein, prey
4. ē—met, sweat, any, said, says, fir, myrtle
5. ē—meter, heat, heel, pique, piece, receive, key
6. ʏ—fin, sylph, build, sieve
7. ō—pot, was, cough
8. ō—wall, yaul, yawn, sought
9. ō—potent, road, toe, door, pour, low, beau, sew
10. ū—dull, love, flood, cousin
11. à—pull, wolf, wood, would
12. ā—rude, move, rood, wound, rheum, drew, shoe, rued, bruise

Diphthongs.

13. ī—final, try, height, eye, lie, guile, buy
14. ōī—oil, toy
15. ōū—our, town
16. ū—use, due, suit, eulogy, few, beauty.

Here we have eighty ways of expressing sixteen sounds, as previously reckoned, used in a haphazard fashion, without any certainty or definite rule.

ENGLISH CONSONANTS.

In the application of the Roman consonants to express sounds in the English language, the resulting confusion is happily not so great, in proportion to the number of signs, as in the employment of the vowels, or we might well shrink from the task of analysis; but still the anomalies occurring will require notice in some detail. As with the vowels, so here we have at once too few single signs and too many ways of using those signs. A large proportion of the consonants are made to represent two or more sounds, so that in the aggregate they are used in nearly twice as many ways as there are consonantal sounds in the language, without expressing some of these sounds at all under any circumstances; so that the aid of digraphs has to be called in as with the vowels, and these digraphs are employed quite as irregularly as the simple consonant-signs. Another source of confusion is that most of the single consonants and some of the digraphs have occasionally no sound at all, which, of course, constitutes a distinct mode of employing the signs, and a very objectionable one, too. We proceed at once to give tables of the uses of the single consonants and digraphs, as both species of signs are required to give a view of all the simple consonant-sounds in the language.

etc., where it would be superfluous, whereas they interpolate it in other instances for an orthographic purpose where it is not found in the Latin, as in *vigne*, *ligne* (from *vineæ*, *linea*). But what is the etymological use of *g* in *sovereign* and *foreign*? To suggest the false notion that these words are connected with the French *règne*, Latin *regnum* (a kingdom), instead of being, as they really are, derivatives from the Latin *super* and *fore* by merely adding the termination *anus*? Milton wrote *soveran*, and we should write *soverain* (from French *souverain*) and *forain*, if our spelling were etymologically correct. The fact is that silent *b*, *p*, and *g* in Latin derivatives, coming to us through the French, occur in a haphazard fashion, without subjection to any rule whatever, just like *c* in *indict* or *s* in *isle*, *aisle*, *demesne*, and *puisne*; and even where such a mute consonant may be supposed to have an orthographic effect in giving the conventional long sound to a preceding vowel, we have a confusion of orthography in attaching different terminations, as in *sign*, *signing*, *signal*; *assign*, *assignee*, *assignment*.

We cannot complain of the same sort of irregularity in direct derivatives from the Greek, for here the silent letters are systematically retained, and are only silent because to Englishmen they are unpronounceable in the positions in which they occur. It may therefore be allowed that *g* in *gnome*, *m* in *mnemonics*, *p* in *pneumonic* or *psalm*, *t* in *tnesis*, and *rh* in *myrrh* and *catarrh*, are comparatively harmless, as, besides being found in rarely-used words, they cause no ambiguity of pronunciation; and the latter excuse may also be made for *n* in the Latin derivatives *condemn*, *contemn*; though in the latter instance it is hardly worth while to perpetrate an anomaly for the sake of retaining a useless letter which is replaced by another equally useless in the derivatives *contempt*, *contemptuous*, *contemptible*. We need not here dwell upon such monstrosities as *acompt*, *comptroller*, etc., which are only archaic barbarisms.

As for silent consonants in Saxon words, whatever powers they might once have had, they are now mere useless excrescences, for which in many cases even the greatest stickler for etymological spelling could have nothing to say. For instance, the *b* in *lamb*, *dumb*, etc. was not used in Anglo-Saxon, and does not help us to trace the relationship of these words to their German congeners *lamm* and *dumm*. For *kn* and *gn* in *knit*, *knife*, *know*, *gnat*, *gnaw*, etc., and for *w* in *wrist*, *wrest*, *wrong*, etc., the etymologist might make a plea on the ground of their comparative harmlessness; but he could hardly show the necessity for weighting such common words with a superfluous letter, in order to fix simple meanings which require no etymological elucidation. As for *l* in *calf*, *hulf*, *salve*, *talk*, *walk*, *yolk*, *folk*, *baulk*, *caulk* (for it is our impression that it may well be, and often is, sounded in *calm*, *palm*, *psalm*, etc.) it is *only necessary* to say that this is worse than a useless anomaly, for where it is said to guide pronunciation it involves positive confusion

of sound, as in *half* and *Alfred*, *salve* and *salvation*, *folk* and *polka*, *talkative* and *alkali*; while in *bulk* and *caulk* it is merely superfluous and misleading.

The only one of the consonantal digraphs that is commonly silent, *gh*, has such a variety and uncertainty of sound and silence that a mere glance at its vagaries is enough to condemn it. It is only an intruder in *ghost* and *ghastly* in place of the Saxon *g*, still preserved in *gust* (all three words being from a common root signifying *breath*, Latin *spiritus*). In *laugh*, *cough*, *trough*, *rough*, *enough*, etc. it arrogates to itself the power of *ff*; in *hough* and *lough* it usurps the function of *ck*; and in many other words it is sulkily silent, only seeming to take a perverse pleasure in capriciously distorting the sound of a preceding vowel-digraph, as in *eight*, *height*; *bough*, *bought*; *though*, *through*. In all the preceding words and in others analogous to them, this refractory digraph *gh* would have to be eliminated from the language in attempting the most moderate spelling reform. But even *gh* may have its friends when it follows *t*, and is supposed to be useful not only in marking the etymology, but in showing the sound of the vowel. Something might on the former consideration be said for *high*, *nigh*, *sigh*, *flight*, *fright*, *light*, *might*, *night*, *sight*, *tight*, as also for *straight*, *slaughter*, *eight*, *sleight*, and other such words; but then, on the same etymological principle, *I*, *fly*, *afraid*, *may*, *tie*, *slay*, *lie*, *lay*, *sly*, *day*, etc., ought to be spelt also with *gh*—thus, *Igh*, *fligh*, *afraighed*, *maigh*, *tigh*, *slaigh*, *ligh*, *laigh*, *sligh*, *daigh*, etc., which would be rather questionable reform if carried out to the large extent that consistency would require. The fact is, *gh* in Saxon, like silent *g* in Latin derivatives, has been retained only in some words in a haphazard way by the accidental whim of writers. As for the utility of such spellings to denote sound, we may simply say that much better means for the purpose may be easily found.

Pronounced Consonants.

We may dispose of fourteen of the single consonant-signs—that is, of two-thirds of the whole—by saying, that when they are not silent, *b, f, h, j, k, l, m, n,* p, q, r, v, w*, and *y* regularly have fixed and distinct sounds, except that *q* only expresses the same sound as *k*. But *c, d, g, s, t, x, z* require a little detailed consideration. Of these *d* in the termination *ed* of the regular past tense or passive participle has the sound of *t* after sharp consonants, as in *tapped*, *puffed*, *pricked*, *pitched*, *rushed*, etc. (pronounced *tapt*, *pufft*, *prickt*, *pitcht*, *rusht*, etc.). There was at one time a tendency to remove this anomaly by employing the *t* as we have done above; but the old orthography has survived the attempt at correction, and now we have no method of distinguishing between final *ed* fully sounded as in *wicked*, or representing *d* or *t* only, as in *peeled* or *peeped*. Compare *wicked* = *wiked*, and *ticked* = *tikt*.

* But see page 18, under *ng*.

C and *g* have the peculiarity of each having a normal sound designated hard (with *c* the same sound as that of *k* and *q*), and an additional one defined as soft, the latter occurring by rule before *e*, *i*, and *y*, and the former in other positions, as *cull*, *cell*; *gum*, *gem*. This characteristic of our orthography we owe to our French and Latin derivatives, it being common to all the Romance languages, and probably having existed in the Latin, only that in that language the soft sound of *c* would have been as in Italian, or like our *ch* in *child*, *churl*, *cheap* (whence we may account for the Saxon use in the same words written *cild*, *ceorl*, *ceap*). The practical inconvenience of representing two sounds as different as those of *k* and *s* by the same letter cannot therefore be alleged as a special defect of the English language, though it is a defect nevertheless. But in regard to *g* there is no rule except that it is generally hard in any position in Anglo-Saxon derivatives, and soft in the same positions as *c* in French, Latin, and Greek ones; so that we have, in the common language, the *gill* of a fish with a hard *g*, and a *gill* of wine with a soft one; *begin* with one sound, and *gin* with the other, with such further anomalies as *give* and *gibe*, *get* and *gem*, *gear* and *germ*, etc.; while attempts to denote the hardness of *g* before *e*, *i*, and *y* leads to such anomalous spellings as *gild*, *guilt* (compare *gild*, *gilt*), *guest*, *guy*, *plague* (compare *ague*). The doubled *g*, too, has irregularities of its own. There was for a long time much puzzling on the part of orthoepists and general readers how to pronounce the two *g*'s in *suggest* or *exaggerate*, but usage has decided to treat them as one soft *g*, (or as *dg*) in those words, while they have the hard sound in *snuggest*, *staggering*, etc. A third sound of *c*, as in *vicious*, will be considered in another connection.

S and *x* (the latter being really a double letter representing primarily *cs* or *ks*) have each the peculiarity of assuming often a flat sound, instead of their normal sharp one. *S* will take this sound between two vowels or at the end of words after vowels or flat consonant-sounds; but there is little certainty in regard to this mutation, for the capricious letter has one sound in *dose*, *loose*, *obscure*, and the other in *rose*, *choose*, *refuse*; while it claims to itself both in *close*, *use*, *house*, etc. Then we have *grease* rhyming with *peace*, *please* with *tease*, *mouse* sounding as *mouce*, and *rouse* as *rouze*; while as a final we have *s* sharp in *gas*, *us*, *gratis*, *lotos*, *galloes*, *bellows* (the instrument), and flat in *as*, *has*, *is*, *his*, *quartos*, *hallows*, *bellows* (the verb). There is less instability about *x*, which takes the flat sound regularly when between two vowels (or a vowel and the letter *k*) with the accent upon the following syllable. Thus it is sharp in *wax*, *axle*, and flat in *example*, *exert*, *exhibit*. The sound of *x* like *s* at the beginning of Greek words may be regarded as a variation of this flat *x*, with the former element of the compound consonant (*c* or *k*) silent, but it exhibits another irregularity of the letter *x*.

We have now to notice additional anomalous sounds of *c*, *s*, and *x*, in connection with exceptional sounds of *t* and *z*. Before the terminations *ial*, *ian*, *iare*, *ience*, *ient*, *ion*, *ious*, these letters undergo characteristic mutations, for *c*, sharp *s*, and *t* assume the sound of *sh*, as in *vicious*, *viliate*, *version*; *x* in the same position assumes the same sound with *k* prefixed, as in *norious*, while *s* flat (*z*) as in *fusion*, *pleasure*, takes a pronunciation which has no special representation in the English language, though Walker attempted to express it by inventing the digraph *zh*. With *s*, *z*, and *x* similar mutations occur, with some speakers, before diphthongal *u* (= *iu*) in terminations, as in *sensual*, *usual*, *flexure*. But here, as elsewhere, there are exceptions to rule, for, while *t* retains its normal sound in such terminations as the above when preceded by *s*, as in *question*, *combustion*, *s* undergoes the mutation irregularly at the beginning of *sure*.

Pronounced Digraphs.

In considering the sounds of the digraphs we naturally take first those which ordinarily represent sounds not normally, if at all, expressed by single letters—namely, *ch*, *sh*, *th*, *ng*. The first would be a very serviceable sign if it were restricted to its more English use of expressing the sound in the Saxon words *child*, *chin*, *chew*, *chop*, or in such thoroughly naturalized French derivatives as *chase*, *change*, *cherish*, *choose*; but when we find it representing also the modern French *ch* in *chaise*, *machine*, *parachute*, etc., and taking the place of a Greek letter in *chymical*, *chasm*, *ache*, and many other words, we lose our faith in this digraph. *Sh*, on the other hand, has no irregularity to complain of, except its liability to represent two distinct sounds in compound words, such as *dishearten*, *mishap*.

Th represents two sounds not otherwise provided for, one sharp as in *this**tle*, *thin*, and the other flat as in *this*, *then* (analogous in sound to *t* and *d*, or *s* and *z*). Both are common in Saxon derivatives, but only the sharp sound is heard in words of Classical origin. The only rule for the initial sound of the digraph is one that involves a knowledge of the grammar and vocabulary of the language for its application, and that is that nouns, adjectives, adverbs ending in *ly*, and verbs, have the sharp sound, as in *thatch*, *thick*, *thoroughly*, *think*, while the definite article, pronouns, adverbs of pronominal origin, and conjunctions, have the flat sound, as in *the*, *thou*, *this*, *then*, *thus*, *than*. As for medial and final *th*, the flat sound, as in *either*, *rather*, *mother*, is usual between two vowels in Saxon derivatives (though not invariable, as *frothing* will show), while Classic derivatives take the sharp sound in such a position, as in *either*, *author*, *mythic*. But when we come to final *th*, and compare *gith* and *with*, *tooth* and *booth*, *south* and *smooth*, we cannot attempt to find rules for such anomalies.

Ng represents very frequently a sound not normally expressed by any single letter, as in *fang*, *sing*, *long*, *hung*. In such mono-

syllables its use is unexceptionable; but when we come to words like *hanger*, *anger*, *danger*, or *singer*, *finger*, and *infringer*, we find the letters *ng* having three different powers (which we might represent by *hang-er*, *ang-ger*, *dain-ger*), without anything to point a distinction. There is also a fourth sound, which may be exemplified thus—*con-gratulate*, *in-grain*. It cannot, of course, be imputed as a fault to *ng* that single *n* assumes the ordinary power of the digraph before *c* hard, *k*, and *q* (as well as before *g* hard) in accented syllables, as in *uncle*, *ankle*, *conquer*, while *n* retains its usual sound in unaccented syllables, as in *include*, *unkempt*, *inquire*; but this anomaly is best noted in this connection.

Ck, *dg*, and *tch* may be treated as analogous contrivances for preparing a root with a short vowel to receive terminations where the doubling of a final consonant would not effect the purpose, as *quick* and *lock* are prepared to become *quicker* and *locking*, *lodge* and *hedge* to be augmented to *lodger* and *hedging*, *watch* and *latch* to increase to *watches* and *latches*. While the soft powers of *c* and *g* are preserved, and *ch* retains its present most frequent use, these signs are necessary to produce the same effect as double consonants in *matting* and *rubber*; but why should *mimic*, *allege*, *rick*, etc., not be written *mimick*, *alledge*, *ritch*?

Ph, *rh*, *sc*, *sch*, and *wh* are the remaining digraphs. Of these *ph* represents a Greek letter which we pronounce exactly like *f*, though probably *ph* and *f* were not sounded alike in Latin; but there is no need that we should continue to make a useless distinction which the Italians and Spaniards have abandoned, in writing *filosofia* for our *philosophy*; besides which, conjoined *p* and *h* are wanted to express their normal powers in *uphill*, *upheave*, etc. *Rh* is merely an attempt to represent a fine distinction which the Greeks made between *r* ending a syllable and *r* commencing one. The difference may probably be exemplified in the word *earring*, but if we make no such distinction in our own vernacular words, we want none in our Greek derivatives. *Sc* with us, when the letters have not separate sounds, as in *scale*, is in effect merely another mode of expressing the sounds of *s* or *c* soft, as in *scene*, *science*, *discern*, *conscious*, *conscience*. *Sch* has a very anomalous sound, like that of single *s* in *schism*; in *schedule* it is equivalent to *sh*, and in *scheme* to *sk*. Such are the irregularities in the pronunciation of a combination of letters which perhaps does not occur in a score of English words, even including such as *mischievous*, where it has a fourth use. *Wh* is put among the digraphs because, written thus, and not in its old Saxon form of *hw*, with the aspirate before the semi-vowel, it may well be regarded as a single symbol. In *whole*, if not elsewhere, *wh* is quite out of place, as there is no sound of *w* in the word, which is etymologically connected with *heal*, *hale*, and *holy*. Compare *wholesome* and *healthy*.

We have now made a sufficient analysis of English sounds and their expression in writing to show into what a chaotic state the

language has fallen, and we will conclude this part of our task by appending a table of the consonant-sounds and their representative signs, analogous to that which we gave of the vowel-sounds in closing our remarks upon them.

<i>English Consonant-Sounds as Variousl Represented.</i>				
<i>Labials.</i>	Mute	—Sharp—P	—pit	
	"	—Flat—B	—bit	
	Aspirate	—Sharp—F	—fat, physis, laugh	
	"	—Flat—V	—vat, of, nephew	
	Nasal	—M	—may	
<i>Dentals.</i>	Mute	—Sharp—T	—tear, thyme, tacked (=tackt)	
	"	—Flat—D	—dear	
	Aspirate	—Sharp—TH	—thistle	
	"	—Flat—	—this	
	Sibilant	—Sharp—S	—seal, city, science, schism, axis, (=ak-sis)	
	"	—Flat—Z	—zeal, desire, xylograph, ex- ert (=ek-zert), discern	
	Nasal	—N	—nay	
<i>Palatals.</i>	Mute	—Sharp—K	—kilt, cat, quit, pick, chaos, axis (=ak-sis), hough, antique	
	"	—Flat—G	—gilt, ghost	
	Sibilant	—Sharp—SH	—sheer, sure, chaise, schedule, vicious, nation, noxious (=nok-shus)	
	"	—Flat—ZH	—azure, vision	
	Compound	—Sharp—CH	—cheer, batch	
	"	—Flat—J	—jeer, gem, badge	
	Nasal	—NG	—sung, uncle (=ung-kel)	

Liquids.—L—late; R—rate, rhyme.

Semivowels.—Y—yield; W—wield. *Aspiration.*—H—heal, whole

SOME ORTHOGRAPHICAL DETAILS.

We have so far confined ourselves to what may be considered as regular and systematic in the current English orthography, with only an occasional glance at anomalous spellings which could not well be brought into the scope of a synoptical review. We may have erred in leaving out of consideration many half-Anglicized foreign words, such as *beaux, prestige, vermicelli, seraglio*, etc.; but as most languages, as well as nations, have thus domiciled foreigners on their territory, we have thought it better to leave such words out of account in examining the native orthography. We have also thought it unadvisable to attempt classifying the anomalies and monstrosities of the spelling and pronunciation of surnames, or of special technical terms. If the reader only attends to our exposition of the orthography of the ordinary language, we hope to convince him that it contains defects enough

to need reform, without bringing forward a mass of evidence too great and complicated for popular examination. But we cannot overlook the specially anomalous words of the common language in a treatise like this, for the English tongue bristles all over with them, and they form an essential, though not a systematic part of its orthography.

Fanciful Spellings.

Does it only arise from a curious *consensus* of insular eccentricity, or from a rule laid down by some whimsical lexicographer, that in all cases where nouns, adjectives, and principal verbs would normally have only two letters in them, a third shall be added to make up a word of something like respectable dimensions? At all events, we have amusing exemplifications of such spellings in *aye, awe, owe, eye, ewe, yew, bye, buy, dye, rye, axe, ebb, egg, err, inn, odd*, where in every instance a totally superfluous letter has been inserted as compared with the normal representation of the language, only in order that the said excrescence should often disappear in derivatives, as *awful, owing*. These may seem comparatively trivial anomalies, but we look at the exceptional treatment of such little words as leading to lawless whimsicality which has run wild in our tongue. If we account such spellings as *awe, owe, ebb, odd*, perfectly legitimate, how can we wonder at Messrs. *Shawe, Lowe, Webb, and Dodd* for following the example? But fanciful spellings branch out in all directions. It is an old rule that *i* and *u* are replaced by *y* and *w* at the end of English words; but *I* by itself stands alone in its capital and terminational glory; while for ages there has been some fancy for writing *thou* by the side of *how* and *now*, and *you* has received a like termination, with an utterly incongruous sound. The curious unwritten law of the language that *v* must not end a word nor be doubled, leads to all sorts of fantastical spellings, such as *have, give, love, captive*, etc.; but the fancy for final *e* where it is not wanted does not end here, since we have such examples as *are, were, done, gone*, where the *e* is of no orthographic or etymological use, and was often omitted in earlier stages of the language. But we here naturally come to another closely-connected division of our subject; though we may previously instance *one, once, two, who, whom, and eighth* (for *eighthth*) as monstrosities that can be tolerated by a people accustomed to fanciful spellings.

Useless and Preposterous Etymological Spellings.

When we remember that 350 years ago in Tyndale's time, and even for nearly three hundred years before that, it was usual to write *heven* or *hevene*, *halowed* or *halowid*, *bred* or *brede*, *dettis* or *dettis*, *dettis* or *dettours*, in the Lord's Prayer, and that in Spenser's time *mesure*, *plesure*, *fether* were current, we must be astonished at the perversity which has restored digraphs or silent letters in such words as *bread* and *earth*, which might surely be connected

as well with Swedish *bred* and German *erde* without the presence of *a*. If the *a* in all such cases were omitted from *ea*, no difficulty would be placed in the way of etymologists, pronunciation would be less uncertain, and many words, like *treasure* (French *trésor*), would be recovered from a vitiated orthography. If we were to substitute the simple *i* or *e* for *ei* in *surfeit* and *forfeit*, we should get rid of two very anomalous spellings, and make the connection with *benefit* and *comfit* somewhat clearer, while not preventing anyone from tracing the etymology beside that of the two latter words. The irregular use of the digraphs in *great*, *heifer*, *heart*, *friend*, *broad*, *people*, *leopard*, *yeoman*, *food* is a standing reproach to English orthography, and yet will any philologist deny that *grait*, *hefer*, *hart*, *frend*, *braud*, *peeple*, *lepard*, *yoman*, *feud*, might just as easily be traced to their etymons or congeners in other languages? The exceptional use of single vowels in *any*, *many*, *pretty*, *women*, *busy*, *bury*, leads to popular corruption of sound as in *berial* for *berial*, is orthographically indefensible, and, so far from being etymologically useful, perverts the original Anglo-Saxon *i* or *y* in *women* and *busy*.

The *e* in *forehead* may be a little thing to cavil at, but it is orthoepically misleading, and cannot be etymologically necessary, more than in *former* or *forward*. What can be shown from the spelling *manœuvre* more than might be from the simpler and more slightly *maneuver*? Would *journey*, *couple*, *double*, be less traceable through the French to the Latin *diurnus*, *copula*, and *duplex*, because we omitted the *o*, which is useful in French but only misleading in English? Would *speak* and *speech* be less amenable to the etymological inquirer if they were both consistently spelt with *ee*, or *break* and *breach* if their diversity of vowel-sound were marked by the spellings *braik* and *breech*? Finally, under this head of supposed etymological, at the expense of phonetic, indication, let the reader seriously consider whether it is worth while keeping such orthographical (?) monstrosities in any language as *thyme*, *ache*, *cupboard*, *colonel*, *isle*, *aisle*, *viscount*, *victuals*, just to indicate their derivation, while altogether obscuring their pronunciation. But, without further examples under this head, we pass on to another.

Etymologically Misleading Spellings.

We have already alluded to *sovereign* and *foreign*, as spellings falsely suggesting a connection with the Latin *regnum* (kingdom), instead of appearing as plain *soverain* and *forain*; but these are not the only cases in which current spelling violates etymological truth. In *island* and *rhyme* there is a suggestion made of connection with *isle* and *rhythm*, but it is an utterly false one, the former words being from Anglo-Saxon roots and properly written *iland* and *rime*. *Kerchief* presents a needless variation from another French derivative beginning with the same prefix—*curfew*; while the *c* in *scant* is wholly unjustified by the Latin *sentio* or French

sentir; just as *scissors*, with two superfluous *s*'s seems to point to *scindo*, *scissus* (to split) as its true etymon, instead of *cædo*, *cisus* (to cut), whence the orthography would be *cisors* (compare *incisors*, *incision*, etc.). Clumsy expedient as *gue* is in words like *plague*, *intrigue*, *league*, it certainly ought only to appear where its presence is thought to be necessary and is justified by some sort of etymological consideration; but some genius originated the spelling *tongue*, with a false analogy to French *langue*, instead of the old Saxon *tung*, and perhaps devised the anomalous spelling *young* at the same time. Nothing is more certain than that *tung* and *yung* are the historical, as they are the etymological, spellings of these words. We may complain of the same *ue* as simply superfluous for sound and misleading for both sound and etymology in *harangue*, *demagogue*, *decatalogue*, *synagogue*, etc.

The intrusive *u* in *build* only seems to have been put there to obscure the connection with Anglo-Saxon *byldan*, German *bilden*; while what to make of the extraordinary trigraph in *view* we cannot conceive, unless some wiseacre conceived the notion of dimly representing the Latin *video* by this collocation of letters, instead of the French *vue*, from which our word is derived (as *due* from French *dû*, *due*). *Parliament*, as now spelt suggests, but erroneously, some other direct origin than the French *parlement*, which was the older form of the word in English, and the unphonetic *ia* is worse than meaningless. *Honourable*, *favourable*, *favourite*, and many such secondary Latin derivatives have no right to the *u*, if *honour* and *favour* have, according to the respective forms of the words in Norman and modern French; and we might as well write *discoloration*, *elaborate*, *laborious* with *u*, as the *Pall Mall Gazette* did years ago in its zeal for "conservative" spelling. *Shamefaced*, *landscape*, and *frontispiece* are mere corruptions for *shamefast* (like *stedfast*), *landskip* (or *landship*), and *frontispice* (*spice*, *view*, as in *auspice*). *Height*, *sieve*, *birth*, *mirth*, like many other words, are unnecessarily dissociated in spelling from their relatives, in these cases *high*, *sift*, *bear*, *merry*; *flight* and *drought* would require *fligh* and *drigh* as their consistent primitives; while in *could* (ancient *cunde*, *cude*), *l* has been interpolated in mistaken analogy to *would* and *should*.

We might say a great deal more upon the many offences against history and etymology, as well as against common sense, in English spelling; but we will just add that the current spelling, unlike the Anglo-Saxon, obscures the etymological relation between such words as *cow* and *kine*, *cat* and *kitten*, *corn* and *kernel*, *kill* and *quell*, *quack* and *cackle*, *skim* and *scum*; while it also does the same with Greek derivatives like *fancy* and *phantom*, *frenzy* and *phrenetical*. In fact, in the details of its working, as in its first principles, English orthography is utterly inconsistent, ineffective, misleading, and irrational; and no reader, who has accompanied us thoughtfully thus far, will doubt the correctness of this conclusion.

PART II.

PRACTICABILITY OF REFORM.

That a considerable reform in our spelling is desirable, has been abundantly shown, we think in the former part of this essay, and we have now only to consider the practicability of effecting such reform. To constitute practicability in this case, two conditions are requisite—(1) public conviction of the necessity for change; and (2) a definite, effective, and generally-accepted scheme of reform.

We shall say little on the first point here. The working of the Elementary Education Act has given a stimulus to public opinion on the matter which has every day an increasing effect. School teachers, school boards, and school inspectors come forward with their testimony, not in a few cases, but in hundreds, to the effect that teaching our anomalous system of spelling to the children of the poor is in most cases impracticable; and that when the task is in exceptional instances accomplished, it entails either the loss of much other instruction that might be imparted during school attendance, or the sacrifice to indigent parents of a child's possible earnings during a considerable period. It is this practical view of the matter that is every day making spelling reform more feasible, as regards public opinion of the necessity for change. People are coming to recognise the truth that alphabetical written language was intended to be a reflex of spoken sounds; that it has no vigor, or even life, when dissociated from these sounds; that a reconciliation of signs and sounds ought to be effected when the discordance between the one and the other produces grave practical inconvenience; and that, sounds being the essential and vital principle of language, it is signs that must be changed in effecting the reconciliation. We assume, and we know, that these considerations are rapidly gaining recognition, not only among the most eminent philologists of the day (like Professors Max Müller and Sayce), or among persons who have had official supervision of primary education (like Mr Robert Lowe, Sir Charles Reed, Dr Morell, etc.), but amongst the great body of school teachers and the general public in all grades of society; and when we think of the force of growing public opinion in a country like the United Kingdom, we see that one condition of practicability will not be wanting for such a spelling reform as has long ago been effected in Holland, Spain, and Italy (not to mention minor reforms in other countries), *without equally pressing considerations with regard to popular education.*

The second condition necessary for reform is the existence of a definite, effective, and generally-accepted scheme. This condition has in a theoretical and scientific sense been fulfilled by the invention of the enlarged alphabet used every week in printing a considerable portion of the *Phonetic Journal*. It was the most obvious and natural method of reform to supplement the deficiencies of an alphabet which has only 23 useful letters to express 38 sounds by adding 15 new characters. After more than thirty years of practical experience, criticism, and improvement, these characters have now assumed a form which commands general approval. There is only one drawback in connection with them, and that is that the types to represent them do not exist in ordinary printing-offices, and are not likely to be found in them until phonetic writing and printing is demanded by public opinion. Hence the necessity for a reformed orthography without new letters, which shall be, not the rival, but the forerunner, the herald, and the exponent of Mr Pitman's system, until general attention and appreciation is secured to his "more excellent way" of spelling, and which shall also be the consistent and permanent representative of phonetic English in foreign countries where the new types will rarely be found in printing-offices, until at least long after their general use in Great Britain, her dependencies, and the United States.

PHONETIC SPELLING WITH OLD LETTERS.

Various schemes of more or less phonetic spelling with old letters have been put before the public, of which one by the present writer (devised in 1863) was published in No. 24 of the *Phonetic Journal* for this year. That system, as may be gathered from a few references hereinafter made to it, was more scientifically precise and consistent than the one here propounded, but it failed in the two important *desiderata*, not to say necessities, (1) of as complete as possible a concord with Phonotypy in spelling details, and (2) of ready interlegibility between the old spelling and the proposed new one. With a view to obtain these conditions, one alteration after another has been imperatively suggested by the writer's own reflections or by intercommunication with leading spelling reformers, until he finds himself at last writing "Semi-phonotypy." Much thought and attentive consideration of different schemes of orthography have led to the conviction that the only practicable new scheme of spelling with old letters is one which must sacrifice scientific symmetry and analytical consistency for the practical but regular employment of existing orthographic expedients as substitutes for the new letters provided in Phonotypy.

Dependent Vowels.

*We have only five vowel-signs in the English alphabet—*a, e, i, o, u* (for *y* and *w* as vowels are but duplicates of *i* and *u*)—and*

there are six distinct *dependent* short vowel-sounds (so called because each is definitely heard only before a consonant following in the same syllable, on which it is therefore said to depend for its sound);—thus, *pat*, *pet*, *pit*, *pot*, *but*, *păt*. Excluding the *u* in *but*, we have here what may be called fair representations of the natural and general short powers of the Roman vowels. Now, as the sound of *u* in *but* is almost peculiarly English, and as the same sound is also often represented by *o*, *oo*, or *ou* (as in *son*, *flood*, *couple*), while that of *u* in *păt* not only occurs singly in many words, but also as a constituent part of diphthongs, it was only natural to think of some new orthographic expedient for writing the *u* in *but* or *o* in *son* (such as *bət*, *sən*, *bəst*, *sən*, or the Phonotypic *bət*, *sən*); but, in view of the grave practical objection to the use of any unfamiliar signs except those of Phonotypy itself (which may often not be attainable), it has been thought, that, as dependent *u* commonly occurs as in *but*, and only seldom as in *păt*, a sufficient distinction will be made by marking the latter as is here done. We have then provided for the representation of the six English short dependent vowel-sounds;—thus, to give a practical exemplification of phonetic reform:—

New Spelling—*plad*, *bred*, *siv*, *kof*, *fud*, *wüd*.

Old „ —plaid, bread, sieve, cough, flood, would.

While most consonants (especially those of the *mute* or *explosive* order), following in the same syllable, have the effect of stopping or shortening a simple vowel, the *continuants* and *liquids* (especially when followed by mutes in the same syllable) often more or less lengthen or draw out the vowel-sounds; so that occasionally we have each of the six dependent vowels “long by position,” as the Classic grammarians say. Thus, we have lengthened *a* in *palm*, *park*, *past*, *path*; *e* in *held*, *helm*, *herd*; *i* in *film*, *mist*, *pith*; *o* in *north*, *cost*, *cloth*; *u* in *bulk*, *burn*, *bust*; and *ü* in *rüth*, *trüth*. It must be carefully noted, however, that we treat here only of simple and regular prolongations of the vowel-sounds. Irregular prolongations in the dependent position, entailing change in the quality as well as the quantity of sound, as in *bald*, *salt*, *bind*, *mild*, *bold*, *colt*, are now out of the question. Their phonetic expression will be presently provided for; but here we have only to deal with sounds that remain substantially the same as with the dependent short vowels, and for which no separate notation is required in such an orthography as we are propounding; though we cannot be surprised at some persons preferring *past*, *path*, *north*, *kast*, etc. in Phonotypy, where long vowels are provided without resorting to digraphs.

Independent Vowels.

Five of the vowels have also a regular independent sound at the end of unaccented syllables, as in the initial syllables of *about*,

career; *emit*, *reform*; *divert*, *divide*; *omit*, *provide*; *crusade*, Inasmuch as the *u* in *but* never occurs in the independent position, that is at the end of syllables, it would not be imperative to put the distinguishing mark on *u* in *crusade*, *garrulus*, etc.; but the following rule will be safest, especially for elementary purposes:—

RULE I.—The mark on *u* is omitted when the single vowel does not precede a consonant; that is, when it precedes another vowel (as in *confluent*), helps to form a diphthong (as in *feud*, *foul*), or occurs at the end of a word (as in *tu*, *intu*, *for to*, *into*).

Unaccented vowels are often pronounced obscurely by English speakers, but it is the more elegant usage to give to *a*, *e*, and *u*, in such words as *Academy*, *virulent*, the same sounds as they have in *pat*, *pet*, *püt*. But there are slight variations of sound with the independent short *i* and *o*, these vowels being not so broad or open in *pertinent* and *impotent* as in *tin* and *pot*. The distinction with the *i* is exactly that between *i* and *y* in Welsh, and with the *o* it is that between *o chiuso* and *o aperto* in Italian. If both of the short sounds of either of these vowels had occurred, as they might have done, in the dependent position, it would have been necessary to mark the variation, as we do the more distinct one in *but* and *püt*; but as the discrepancies are denoted by the positions in which the vowel-signs occur, we simply call attention to the true character of *i* in *divert*, and especially of *o* in *obey*, *police*, *provincial*, *provide*, etc., in illustration of the following Rule and of Rule IV.

RULE II.—Unaccented short vowels, both dependent and independent, should be written phonetically (as they are at present generally written) in correspondence with accented short vowels in related words;—thus *similar* (agreeing with *similariti*), *legal* (with *legaliti*), *reform* (with *reformaishon*), *akademy* (with *akademikal*), *benefishal* (with *benefisens*), *infinit* (with *infiniti*), *divoid* (with *dividend*), *provoid* (with *providenti*), *provinshal* (with *provins*), *depozishon* (with *depoziti*); except where the sound clearly requires the use of distinct vowel-signs as in *jenerus* and *jenerositi*.

Vowel Digraphs.

All the simple vowel-signs having been appropriated to represent six dependent short or long vowel-sounds, and five independent short ones (with two slight variations of sound denoted by position, and a more distinct one denoted by the same means or by a diacritical mark where necessary), we are driven to the expedient of digraphs, or combinations of vowel-signs, to express the actually or approximately corresponding independent long sounds. Let us take them *serialim*, with a few words of comment upon each, *pre-mising*, however, that they must be regarded as simple signs representing single letters in Phonotypy.

AA.—The prolongation of *a* in *pat*, when it must be marked (and we see no reason for marking it in *part*, *past*, *hath*, *Bath*, and many other words), would perhaps be more definitely denoted to English readers by *ah* than by *aa*, but there is an objection to this solitary use of the *h* as a prolonging letter in one digraph, when we use only vowel-signs in the others, and we submit that the *aa* found in *baa* or *bazaar* will be found practically effective in *kaaf*, *laaf*, *saav* (for *calf*, *laugh*, *salve*); but as we prefer sounding the *l* in *balm*, *palm*, etc., we should write the words thus, though others might spell *baam*, *paam*, etc.

AI.—The independent long sound that corresponds nearest to *e* in *pen* (that is, *a* in *vane*, *ai* in *vain*, or *ei* in *vein*), when not occurring before *r*, we regard as often, if not always, diphthongal in English speech, and so have no scruple in writing it with two characters. We should prefer to represent it by *ei* (as in *rein* and *veil*), but that symbol is wanted for another sound, while *ai* (as in *rain* and *avail*) is little less phonetical, and is more commonly and consistently used in current spelling. In favor of this digraph French and Modern Greek usage may be adduced, as also the fact that in the Sanskrit alphabet *ai* (diphthong) is treated as the long sound of *e*, the intermediary in the natural vowel-scale between *a* and *i*.

N. S.—*aid*, *aik*, *plaig*, *grait*, *praiz*, *wai*, *obai*, *nai*.

O. S.—*aid*, *ache*, *plague*, *great*, *praise*, *way*, *obey*, *neigh*.

EE.—The exact phonetic prolongation of independent short *i* in *divert*, *cordial* (for it is not the precisely corresponding long sound of *i* in *did*), we should theoretically prefer to represent by a digraph formed from *i* (*ie* or *ih*); but we are overcome by the practical considerations—(1) that *ee* is in possession in so many hundreds of words like *see*, *degree*, *seed*, *meek*, *peel*, *deem*, *green*, *peep*, *sweet*, etc.; (2) that it ordinarily has only this use in current spelling; (3) that it can inoffensively be made to take the place of the more anomalous digraphs in *meal*, *receive*, *chief* (*meel*, *reseev*, *cheef*), or of single *e* in *compete*, *menial* (*compeet*, *meenial*); and (4) that for the foregoing reasons it is accepted by most reformers as the most feasible and effective Romanic representative of Phonotypic *i*. We shall therefore write:—

N. S.—*deer*, *meel*, *impeed*, *seez*, *pleez*, *tee*, *kee*, *intreeg*.

O. S.—*dear*, *meal*, *impede*, *seize*, *please*, *tea*, *key*, *intrigue*.

AU.—The prolongation of dependent *o* (when not denoted as in *north*, *cost*, *cloth*, etc.) would be represented by the ordinary digraph *au*, now commonly used in Greek, Latin, French, and Saxon derivatives for this sound (as in *autocrat*, *audience*, *vault*, *daughter*). The combination *au* naturally expresses a diphthongal sound, as in Italian, Spanish, Portuguese, and German, or as *ow*

in Welsh; but this sound does not exist in our language, having been merged into a corresponding long vowel sound (as it has been also in French), and the phonetic connection here is shown by the Sanskrit grammarians treating *au* (diphthong) as the long sound of *o* (just as with *ai* and *e*).

N. S.—*aul, tauk, aulter, hauti, slauter, paun, pau.*

O. S.—*all, talk, alter, haughty, slaughter, pawn, paw.*

OA.—The prolongation of the independent *o* in *obey, omit, provide*, we propose to render by the only digraph generally serviceable for the purpose, *oa*. We have no great partiality for this digraph, and should theoretically prefer *ou* (as in *soul, mould*), if we had the character *æ* or *ø* to phonetically express the diphthong in *noun, now* (*næun, næu*); but *ou* is wanted for that sound, and *oa* is a thoroughly English and workable symbol (requiring very seldom to be separated, as in *ko'alishon*). It was used by our ancestors more freely than we employ it (as in the old spellings *smoak, choak, boath, cloaths, provoak*, etc.), and to those who object to our introducing it into Classical or French derivatives, we only say, Why do you use it in *coach, approach, float, coast, roast*, etc.?

N. S.—*oak, oan, poar, smoak, moa, toa, doaz, doa.*

O. S.—*oak, own, pour, smoke, mow, toe, doze, dough.*

OO.—The exact prolongation of *u* in *pull* would be represented by *oo* (in analogy with *æ* for lengthened *i*). We might here prefer a digraph derived from *æ* if there were one available, but similar reasons weigh with us as in the case of *æ*, and we have no objection but to write:—

N. S.—*pool, root, rood, troo, froot, soop, too, hoo.*

O. S.—*pool, route, rude, true, fruit, soup, two, who.*

But here we may observe that we would not use *oo* (for the old long *u*) after *l* or *s*, and that we should write *leuminari, inkleud, seut, aseum* (for *luminary, include, suit, assume*).

RULE III.—Simple *e*, *o*, and *u* would be written for *ee, oa, and oo*, before vowels in the body of words, as in *real, creat, je-oloji, peoni, poet, coers, co'insident, hero'ik, truant, kruel, fluid*;* also at the end of subordinate words, or words preserving a foreign termination, as in *we, me, be, so, no, go, tu, epitome, grotto*.

It will thus be seen that it is intended to employ the vowel digraphs only before consonants in the body of words, as in *even, meedial, floaral, soalar, foolish, and trooth*, (where a clear distinction is required from the spelling in *ever, medal, florid, solid, fûli*,

* It is not only in the Classic languages but in nature that one vowel before another is generally short, although it may be independent and under the *senio accent*.

and *duth*), and at the end of principal words liable to inflection, like *see*, *agree*, *goa*, *flea*, *shoa*, *woo*, *broo*, in order to prepare the words for taking the consonantal terminations *s*, *d*, and *n*. The digraphs *ai* and *au* very exceptionally, and *aa* never, would occur before other vowels in the body of words; and *ai* is unobjectionable at the end of the subordinate words *thai* and *mai*, and both *ai* and *au* before vowel terminations, as in *gaist*, *sauing*. There is, therefore, no difficulty in the general and consistent use of *ai* and *au*: but *aa*, *ee*, *oa*, and *oo* might require a mark of separation before the affixes *ing*, *ish*, and *i* (*y*), to show that the digraphs *ai*, *ei*, and *oi* were not intended to be written in *solfaa'ing*, *dekre'eing*, *shoa'ing*, *woo'ing*, *snoa'i* (snowy), etc.

Diphthongs.

EL.—The diphthongal sound of *ei* in *either* or *height* (*y* in *my*, *i* in *mine*, *igh* in *sight*, etc.) would be written generally *ei*, as the only feasible spelling without a new character for *u* in *but*, to express what is really the initial constituent of the diphthong (thus *si* or *æi*). There is no common digraphic representation of this diphthong in the current orthography (for *ie* is virtually *i* + *nil*); and so we must be content with the limited authority of a few words like *either*, *neither*, *height*, *sleight*, *eye*, and with a near approach to phonetic truth, pleading to the scholar that we shall at least restore the native orthography in some Greek derivatives by writing *eidol*, *keirograph*, etc., and bring out some now obscured analogies to German in *bei*, *mein*, *thein*, *wein*, etc.

N. S.—*Ei*, *bei*, *mei*, *treial*, *neit*, *heit*, *hei*, *lei*, *bef*, *ei*.

O. S.—*I*, *by*, *my*, *trial*, *night*, *height*, *high*, *lie*, *buy*, *eye*.

EU.—The digraph *eu* (with its equivalent *ew*) is the only approximately phonetic representation in the old orthography for the sound of *u* in *compute* and *computation*; and since the symbol *eu* has undoubted currency in Greek, Latin, French, and Saxon derivatives (as in *eulogy*, *neuter*, *feud*, *few*), it must be accepted as in possession, though unfamiliar *iu* or *yu* would be theoretically more exact; but *yoo* would be employed at the commencement of some words (as *yu* is in Phonotypy), as *yoo*, *yooth*, *yob*, *Yool* (for *yow*, *youth*, *yew*, *Yule*).

N. S.—*deuli*, *teun*, *feud*, *seut*, *benti*, *eu*, *veu*, *inkleud*.

O. S.—*duly*, *tune*, *feud*, *suit*, *beauty*, *ewe*, *view*, *include*.

OI.—The diphthong in *toil*, *join*, would continue to be expressed by its old and strictly phonetic symbol; and we should only require to separate the vowels in a very few words like *ko'insidens*, *sto'ik*, etc., where the *o* has its independent sound.

OÜ.—This diphthong would be retained for expressing the sound in *noun* or *now*, though its real initial sound is the *o* in *son*, (*æ* or *æ*); but the discrepancy is too small to require the introduction of a new symbol.

N. S.—*about, alou, rouz, plou, ploud, kou, koud.*
 O. S.—*about, allow, rouse, plough, ploughed, cow, coward.*

Rule IV.—The digraphs *ai, ee, ei*, and *oa* in long accented syllables of Latin primary derivatives are regularly replaced by the simple vowels *a, e, i*, and *o* in corresponding short unaccented (as in short accented) syllables of secondary derivatives. Examples:—*eksplain, eksplanaishon (eksplanatory); graid, degraid, gradaishon, degradaishon (gradeual); repeel, kompeel, repelishon, kompelishon (kompetitor); defein, definishon (definitiv); divein, divinaishon (divinili); kompoaz, kompozishon (kompozitor); provoak, provokaishon (provokativ).* But the digraph *eu* under such conditions remains in writing, though its elements may be appreciably shortened in sound, as in *kompeut, kompeutaishon; refeut, refeutaishon.*

Consonants.

Of the consonantal symbols we may here very shortly dispose. If the reader will refer to the table at the end of the first part of this little treatise, he will find the normal representative signs of the twenty-four distinct English consonantal sounds, with the various exceptional modes in which the latter are represented. The essential and chief reform required is to bring the exceptions within the rules. Thus, taking the variations in consecutive order, we should write *fizik, laaf* (physic, laugh); *ov, neveu* (of, nephew); *teim, takt* (thyme, tacked); *siti, seiens, sizm, aksis* (city, science, schism, axis); *deseir, zeilograf, ekzert, dizern* (desire, xylograph, exert, discern); *kat, kwit, pik, kazm, aksis* (cat, quit, pick, chasm, axis); *goast* (ghost); *shoor, shaiz, shedeul, vishus, saishon, nokshus* (sure, chaise, schedule, vicious, nation, noxious); *azhar, vishon* (azure, vision); *lach* (latch); *jem, lej* (gem, ledge); *reim* (rhyme); *hoal* (whole).

It will be seen that we adopt *zh* analogically to represent the *s* in *asure*—a distinct consonantal sound which has no special representative sign in the old orthography. But we have still *th* with a double power, as in *thisle* and *this*. Analogically we might substitute *dh* in the latter case; but as this would be an unfamiliar symbol, and as *th* with the power in *this* occurs eight or nine times as often as with the power in *thisle*, we feel compelled to retain the symbol in its more frequent present use, and to mark the sharp sound thus:—*thisel*. A distinct capital form may readily be made from “F,” thus “Th,” or “Th,” using, of course, “TH” or “TH” in a word printed altogether in capitals or “small capitals.” To *ng* we must leave the three powers which, besides the more anomalous one in *danger* (dajner), it now has; but they may be distinguished under Rule VI. subjoined.

Rule V.—Doubled consonants should be written only when they are pronounced, as in *middai, unnerv, cerring.*

Rule VI.—When two consonants usually forming a digraph

must be pronounced with their separate powers, a dot is interposed after an unaccented syllable (as in *mis·hap*, *in·gratitūd*), the tonic accent after an accented syllable (as in *neit'hūd*, *an'ger*), and a hyphen between the constituent parts of compound words (as in *pot-hous*, *lees-hoald*, *green-gaif*). Thus the sounds of *ng* may be distinguished in *singer*, *fin'ger*, and *in'graishtit*.

We may now give a tabular view of the orthographic scheme proposed, in conjunction with the Phonetic Alphabet, of which it is intended to be the imperfect and, we trust, only temporary representative. As it fails to represent speech, in several points, so perfectly as Phonotypy, it is called Semiphonotypy.

Table of Phonetic and Semiphonetic Symbols.

Phonetic.	Semiphonetic.	Phonetic.	Semiphonetic.
VOWELS.		CONSONANTS.	
a in pat	a in pat	p in pip	p , peep
e .. pet	e .. pet	b .. beb	b baib (babe)
i .. pit	i .. pit	t .. töt	t .. taut (taught)
o .. pot	o .. pot	d .. did	d .. deed
u .. büt	u .. but	k .. kek	k .. kaik (cake)
u .. put	ù .. püt*	g .. gig	g .. gig
s .. laf	aa .. laaf (laugh)	g .. gsrq	ch..church
æ .. led	ai .. laid	j .. jøj	j .. juj (judge)
i .. lid	ee .. leed* (lead)	f .. fif	f .. feef (fief)
o .. lod	au .. land	v .. valv	v .. valv
œ .. led	oa .. load*	ʃ .. fisel	ʃh..ʃhisel (thistle)
u .. ruid	oo .. rood*	ð .. dis	th.. this
DIPHTHONGS.		s .. sos	s .. sans
i in fît	ei in feit (fight)	z .. zenz	z .. zoanz (zones)
u .. fud	eu .. feud	ʃ .. viʃs	sh..vishus (vicious)
oi .. foil	oi .. foil	ʒ .. vizon	zh..vizhon (vision)
ou .. foul	ou .. foul	m .. mzm	m .. mum
		n .. nzn	n .. nun
		ŋ .. sŋ	ng..snng
		l .. lzl	l .. lul
		r .. rer	r .. roar
		w .. wet	w .. wet
		y .. yet	y .. yet
		h .. he	h .. hai (hay)

* For *à*, *ee*, *oa*, and *oo*, before vowels and at the end of subordinate words, simple *u*, *e*, *o*, and *u* are respectively written. See rule under Vowel Digraphs.

REMARKS ON THE ALFABET.

In wot we hav further tu sai we shal ekzemplifei in praktis the skeem ov orthografi thus skecht out, konfident that the reeder wil hav litel difskulti in folo-ing us, wheil he wil lern moar ov the troo spirit ov fonetik reiting in wun pajj ov ekzempel than in twenti pajjes ov mear presept. He wil see, az he goaz on,

hou the esenshal karakteristik ov fonetik reiting iz tu giv sertenti az tu the pronunsiaishon ov wurdz, insted ov vaig and often misleading hints, az in the ordinari speling. This iz akomplisht at wuns seientifikali and elegantli in the Fonetik Alfabet bei provideing a distinkt sein for eech sound ov the lan'gwaij, and restriktting the sein tu the reprezentaishon ov that sound. In Semifonetiks we, az far az praktikabel, but les preseisli and les neetli, efekt the saim objekt, (1) bei emploijng regeularli aul the eusful oald leterz for wun sound eech (rejekting *c, q, and x*), but aloung three ov them tu hav too pouerz eech, redili and definitli asertainabel from thair pozishonz (az *e* in *me* and *met*, *o* in *no* and *not*, *u* in *tu* and *tub*); and (2) bei adopting such ov the oald deigrafs az praktikali best ekspres, tu In'glishmen, the soundz ov the neu leterz ov the Fonetik Alfabet. Az for the former ekspeedient (the eksepshonal eus ov *e, o, and u*), it iz meerli a konseshon tu avoid popelar prejudis, wheil not sakrifeizing fonetik sertenti, in reiting litel wurdz laik *me, we, he, she, no, so, lo, tu, intu*, or such polisilabelz az *gheter, realeiz, permeait, epitome, koershon, potailo, deuodesimo, to-báko*; but in aul theez kaisez it wud be posibel tu kum striktli within the jeneral roolz bei reiting *ee, oa, and u* or *oo*, for simpel *e, o* and *u*, respektivli. Whether it iz wurh wheil being so ofensivli punktilius for the saik ov meer theoretikal konsistensi in whot iz at best a maikshift sistem, we wil not nou stai tu diskús, but proseed tu konsider the wurking ov the esenshal prinsipelz ov Semifonotipi.

Naturali, we ferst deel with the simpel vouelz *a, e, i, o, u*, (for we releev *y* and *wo* from aul deuti az vouelz,) which wud be re-najmd *at, et, it, ot, ut* (*u* az in *pút*, not az in *but*), the leter *t* being aded tu fasilitait the uterans ov the stopt soundz. We shud never NAIM *u* from its sound in *but*, bekauz that iz an eksepshonal, not tu sai perverted, eus ov the leter. But in speling out lesonz, so far az ther wud be eni such zhing rekweird in teeching children tu reed Semifonotipi, we wud taik litel wurdz laik *at, eg, in, od, us*, az our baisez, and train the skolar simpli tu prefixes or apénd konsonants, as *p-at, b-at, th-at, k-eg, b-eg-z, d-in, w-in-d, n-od, p-ad-z, f-us, m-us-t*; thus treeting the stopt vouelz and thair immedialti foloing konsonants az sin'gel oryografik seinz. This wud graitle fasilitait the task ov lerning tu reed fonetikali, but iz a plan that kanot be adopted with the prezant speling, bekauz the simplest kombinaishonz ov leterz ar euzd tu ekspres varius soundz, az *an, m-an, w-an-t* (= *an* and *on*); *in, f-in, f-in-d* (= *in* and *ein*); *on, d-on, s-on* (= *on* and *un*); *al, al-p, b-al-d* (= *al* and *aul*); or *f-or-k, p-or-k* (= *or* and *oar*); wheil a graiter obstakel iz found in the multiplisiti ov seinz for the saim soundz, az in *sad, plaid; fed, head, said; pith, myth, give, sieve; off, cough, want; run, son, done, tough; put, wood, would*, ets. Semifonetiks wil hav theez *advantajez* in komon with peur fonetiks that too *konjoind* sounds *wil aulwais be eksprest* bei the saim simbolz, and konversli that

toó konjoind simbolz will aulwaiz reprezent the saim soundz ; so that the yoothful lerner wil feind the task ov wurd-bilding, out ov the smaulest kompleet voakabelz (leik *at, ad, ar, an, eb, eg, el, it, if, in, il, od, or, on, up, us, un, ets.*); a simpel, eezi, and interesting wun.

The deigrafs *aa, ai, ee, au, oa, oo*, wùd not be kauld dubel *a, a-i*, dubel *e, a-u, o-a*, and dubel *o*, az they nou ar in kurent In-english speling, but wùd be naimd *aa* deigraf, *ai* deigraf, or *aa* long, *ai* long, ets., for distinkshon from the simpel vouelz. Thai wùd aulwaiz be konsidered az fonetikali sin'gel simbolz, be'ing meerli termd *aa, ai, ee, au, oa, oo*, in speling wurdz, and distin'gwisht from the short vouelz bei saing *p-ai-t, pait*; *f-ee-t, feet*; *p-au-l, paul*; *r-oa-b, roab*; *p-oo-l, pool*; insted ov *p-et, pet*; *f-it, fit*; *p-ol, pol*; *r-ub, rub*; *p-ùl, pùl*.

Heer we mai maik the suestion that whair *e* and *o* ar euzd in the independent pozishon for *ee* and *oa*, thai meit be formali kauld breef *ee* and breef *oa*, tho in speling thai wùd not rekweir tu be naimd, az thai wùd aulwaiz be red az maiking wun sound with a preevius konsonant, az in *me, ne-o-feit, kre-ait, no, po-et, po-tai-to*. Indeed, the beuti and the grait advantaij in the wurking ov fonetiks iz that children wùd no moar rekweir tu painfùli enumeirait the leterz ov a wurd and then ges at thair posibel meeningz, but wùd be redili trairnd tu reed silabelz at seit and with sertiinti.

The diffhongz *ei, eu, oi, ou*, wùd not be distin'gwisht bei naiming thair separait konstituteunt leterz, az *e-i (ee ei)*, *e-u (ee eu)*, but wùd be kauld bei the soundz thai reprezent in wurdz, with the apelaishon "diffhong" atácht whair it woz thaut nesessari, az "*ei* diffhong," ets.

We hav nou gon far enuf tu point out the kontrast between this orfhografi and the oald wun in the vouel-notaishon. We heer euz feiv vouel-seinz in ait sensez (the ekstra threer sensez be'ing defniti markt bei pozishon), siks deigrafs with unvairiing pouerz, and foar diffhongz just az regeulari. If the reeder wil refer tu the analisis at paj 8 ov this treetis, in the ferst part, he wil feind this tu be the improovment efekted bei fonetik speling.

Oald orfhografi—28 seinz, with 80 inkonstant eusez	} tu ekspres
Semifonotipi —16 " " 19 definit	
Fonotipi —16 " " 16 invairiabel " }	

In Semifonotipi we, ov koars, inkleud *u* az a separait sein, and the alouing ov *e, o*, and *u* tu stand sumteimz az independent vouelz, tu be separait eusez ov thoaz seinz; and heer we mai ad that as a mater ov predilekshon we shùd prefer the analogous eus ov *i* tu the anomalus wun ov *e* in *me, we, neoloji, realeiz*; but the substituteushon wùd be so un-In'lish in apeerans that feu reformerz insist upon it, at leest for the present, beseids that independent singel *e* leedz up tu the deigraf *ee*. We must thairfor be kontent with havng efekted a moast substanshal and praktikal reform ov

In'glish vouel-notaishon in Semifonotipi, without seeking tu atain tu seientifik and analitikal neisetiz, which wud be moar satisfaktori tu the lerned than eusful tu the grait mas ov the peepel.

Heer ar a feu ekzampelz ov the neu speling, ilustraiting

(1) Distinkshonz maid whair thai ar wonted :—

O. S.—fät, fätal, fäther, wàz, wâl, ány; pöt, pötent, wölf;

N. S.—*fat, fäital, faather, woz, waul, eni; pot, poatent, wülf;*

O. S.—heat, sweat, great, heart; wood, food, flood, door;

N. S.—*heet, sweet, grait, hart; wüd, food, flud, doar;*

O. S.—sour, pour, would, tour, cough, sought, cousin.

N. S.—*sour, poar, wüd, toor, kof, saut, kuzin.*

(2) Eusles and mischevus distinkshonz abolisht :—

O. S.—fatal, pail, pay, there, great, vein, prey;

N. S.—*fäital, pail, pai, thair, grait, vain, prai;*

O. S.—meter, heat, heel, pique, piece, receive, key;

N. S.—*meeter, heet, heel, peek, pees, reseev, kee;*

O. S.—potent, road, toe, door, pour, low, beau, sew;

N. S.—*poatent, road, loa, doar, poar, loa, boe, soa;*

O. S.—final, try, height, eye, lie, guile, buy.

N. S.—*feinal, trei, heit, eh, lei, geil, bei.*

The improovment efekted bei fonetik speling wil be az markt in its wai in the notaishon ov the konsonants az in thät ov the vouels. The aiteen konsonants *p, b, t, d, k, g, j, f, v, s, z, m, n, l, r, w, y,* and *h* wil be restrikted eech tu its present normal and moast freekwent eus, and thai wil never be seilent. Thai wil be asisted bei the oald deigrafs *ch, th, sh,* and *ng* tu ekspres the soundz which theez regenlarli hav at present in *chin, she, then,* and *sing.* The sharp or bregh pouer ov *th* in *thin, faith, orthography,* wil be marked "qh;" *sh* wil be introdeust for the flat sound koresponding tu *sh*—that iz, *s* in *azure* or *s* in *vision.* Theez deigrafs wil be treeted az sin'gel leterz, and be naimd leik thair representativz in the Fonetik Alfabet, *chai, iyh, the, ish, zhe, ing,* in the vast majoriti ov kuaiez when thai reali represent sin'gel soundz; but when thair constituent parts ekspres too soundz, and ar thairfor separated bei an interpoazd dot or aksent, az in *neit'hüd, mis'hap, congratulate, an'ger,* eech simpel karakter wil bair its separat naim.

It wil be notist that we diskard *c, q,* and *x,* az being boagh toatali seupérfluus and often mischevus, and we doo the saim with aul deigrafs or eusez ov deigrafs not absoluteutli rekweird tu ekspres soundz ov the lan'gwaij for which ther ar not sin'gel karakterz. Our aim iz, in short, wheil selekteng our bilding mateerials from the kurent orthograft, tu konstrukt a skeem ov fonetik speling with oald leterz which shal striktli korespond with whot shüd be the ultimait eideal ov aul reformers—peur Fonotipi.

SUM OBJEKSHONZ ANTISIPAITED

Ov koars, we shal not hav gon so far without vairius objekshonz areizing in diferent readerz' meindz. Much fault kanot be found with our regularizeizing the eus ov the short vowelz, eksept az tu the dubel deuti given tu *u* eeven when not distin'gwisht bei the mark (*˘*). In replei, we urj the nesesity ov the kais, and aulso the ekzampel ov the Duch reformd orthografi, in which a preseisli analogous eus ov *u*, for *ü* (French *u*) in oopen silabelz, and for *u* (*u* in *but*) in kloas wunz, iz found tu wurk satisfaktorili; and we mai further refer tu a similar ekspeedient in the moar fonetik Welsh speling, in which the oanli anomali iz that *y* iz sounded az our *y* in *myth* in feinal silabelz (inkleuding moast monosilabelz), and laik *u* in *but* in uther silabelz (inkleuding a feu litel subordinait monosilabelz). But in regard tu the vowel-notaishon we ekspekt the strongest objekshonz wil be tu oureus ov deigrafa or difthongz for simpel karakterz in long aksented silabelz. Theez dubel simbolz ar not eniwhair unnesesarili obtrooded, and thai wud not be offensiv if we meerli rekweird tu empoi them in speling wurdz laik 'aim, feel, fraud, roam, pool, ei, feu, either, feud, neerli or kweit az thai ar speld nou. Perhaps we shal be forgiven eeven for introdeusing theez kombinaishonz intu nativ Sakson roots laik *grait, teech, lauk, stoar, looz*; but tu put them in plais ov sin'gel leterz, espeshali in Klasik roots, wil be denounst az vandalizm. "Whei abolish our oald *a, e, i, o, u*, for *ai, ee, ei, oa, eu*, in the long oopen silabelz?" Just bekauz ov the kapital defekt noatist erli in this treetis, that veri distinkt soundz ar thus konfeuzd, in pozishonz whair ther iz no meenz ov distin'gwishing them, az in *nation, national* (*naishon, nashonal*), *medial, medal* (*meedial, medal*), *final, finish* (*feinal, finish*), *solar, solid* (*soalar, solid*), *puny, punish* (*peuni, punish*), and that az a distinkshon must be maid in eni attempt at fonetik reform, we prefer the neet and konveenient aid ov deigrafa tu the aukward and unseitli ekspeedients ov dubeld konsonants (which kanot be euzd in the kais ov the konsonantal deigrafe), deiakritikal marks, or heifenz. We wil, however, sai a feu wurdz upon the deigrafe that wud speshali afekt Latin roots.

We doo not blink the fakt that we propoaz *regulariti* tu ekspres the Latin *ā, ē, ī, ō, ū* bei *ai, ee, ei, oa, eu* in In'glish derivativz. But whei doo we adopt theez deigrafe? Tu ekspres Latin soundz? No; but tu ekspres peurli In'glish soundz, which ar so far remoovd from the Latin that everi reit-feeling Klasikal skolar aut to rejois at the propoazal ov such distinkshonz, which wil in the fêuteur prevent In'glishmen from impoarting thair oan pekeuliar pronunsiashon intu the Klasik tungz; wheil the patriotik Briton shud felisitait himself that the idiosinkrasiz ov hiz nativ lan'gwaij ar at last tu reseev deu rekognishon. For ourselvz, we ar perfektli kontent tu aksept the pronunsiashon ov Klasik derivativz az nou generali establiht in In'glish, beleeving that, on the hoal, wurdz

hav been render moar akseptabel tu our inseular mouthz and eerz bei the chainjez that hav been maid in sound; but we objékt, on the wun hand, az fermlí tu the reprezentaishon ov peurlí In'glísh soundz bei inkon'gruus Latin simbolizaishon, az we doo, on the uther, tu the introdukshon ov pekeuliarli In'glísh soundz intu Latin and Greek. In boath ov theez direkshonz, if we had not the short vouelz tu lúk after at aul, ther wúd be graít inkon-veeníens in stíl kontíneuing tu euz *a, e, i, o, u* with the pouer ov thair oald alfabetik naimz. But we *hav* the short vouel soundz tu konsider, and az thai okur foar or feiv teimz az often az the konvenshonal long soundz, whot kan we reezonabli doo but retain the simpel vouel-seinz for the former, and emploí the moast kon-veenient and efektiv In'glísh deígrafs for the later?

But the opozishon evinst tu deígrafs insted ov simpel vouel-seinz in Latin derivativz wúd infer that we ar propoazing kweít an inováishon in speling. Let us see whether this iz the kais, bei maíking a feu seítaishonz from kurent oríhografi:—

Lat. or Fr. Radikal.	In'glísh Derivatives.	Lat. or Fr. Radikal.	In'glísh Derivatives.
exclamo	exclaim, exclamation	procedo	proceed, procedure
reparo	repair, reparation	discretus	discreet, discretion
prævaleo	prevail, prevalence	redimo	redeem, redemption
decado	decay, decadence	estimo	esteem, estimable
complango	complain	inveho	inveigh, invective
despero	despair, desperate	digno	deign, dignity
restringo	restrain, restriction	apprócher	approach, approximate
maintenir	maintain, maintenance	reprócher	reproach, reprobate
contíneo	contain, continent	devoro	devour, voracious
appareo	appear, apparent	pronuntio	pronounce, pronunciation
repeto	repeat, repetition	confundo	confound, confusion
revelo	reveal, revelation	abundo	abound, abundant
appello	appeal, appellant		

Wel, we oanli want tu doo regenlarli and sistematikali whot haz heer and in meni uther instansez been dun in a fortunitus and haphazard wai—tu ekspres bei apropiat In'glísh deígrafs pekeuliarli In'glísh soundz which hav been substituteut for Látin wunz, speling *kompair* and *prepair* in analoji with *repair*, *reseed* with *proseed*, *kompet* and *repet* for *compete* and *repeat*, etc. Whei shúd not our lan'gwaij be permitted tu mark theez chainjez ov vouel-soundz, az the dauter tungz ov the Latin doo? The French reit, for instans, *mourir* (to dei), *je meurs* (ei dei), *mort* (ded), *sain* (sain), *sanité* (saniti), *faveur* (faivor), *favorable*; wheil the uther Romanik lan'gwaijez ofer freekwent instansez ov such chainjez in the vouel-notaishon ov Latin roots. But the Romanz themselvz reed us lesonz on the nesesity ov thus vaíring speling tu seut sound, az when thai roat *nomen*, *nomínis*; *robur*, *roboris*; *caput*, *capítis*; *teneo*, *contíneo*; *cedo*, *incédo*; *elaudo*, *inclúdo*; *factus*,

perfectus, etc.; wheil the Greeks had a moar elaborait sistem ov vowel-meutaishon, veri similar tu whot we hav in sound, and shal maik apairnt tu the *ei* in fonetik speling. Thus, in diferent forms ov the saim roots *a* woz interchainjabel with *ai*, *η*, and *ei*; *ε* with *η* and *ei*; *ι* with *ei*; *ο* with *ω* and *ov*, and *υ* with *ev*. Wil the Klasikal skolar, hoo haz studid the naiteur ov theez meutai-shonz, objekt tu the *ekspreshon* ov the saim sort ov þing aulredi ekzisting in In'glish?

But we mai be toald that our deigrafs ar unseientifik, and doo not korektli ekspres the soundz for which thai ar euzd. Wel, we kud deveiz, and hav deveizd, a moar analitikali ekzakt ekspreshon ov In'glish soundz, but konsiderabel ekspeeriens and reflekshon hav konvinst us that fonetik speling with oald leterz must be baist upon In'glish analogiz, and that in remodeling our orthografi we shud keep whotever ov the oald sistem we kan that iz not in glairing opozishon tu peur fonetiks. In the vowel-deigrafs we hav rejekted feinal *y* and *w*, after mateur reflekshon, in faivor ov the "wun-sein wun-sound" prinsipel ov the Fonetik Alfabet, and we hav nou left ten deigrafs that ar In'glish, praktikali wurkabel, and kompairabel for fonetik ekspreshon tu thoaz ov eni lan'gwaij emploijng such seinz. The meer In'glishman mai objekt to *ei* and *ev* az we emploj them, but thai wil be aksepted bei the skolar and the lin'gwist az the best praktikabel simbolz for the too difhonz. On the uthar hand, wheil the ordinari In'glish reeder wil apree-shaiit the retenshon ov *ee* and *oo*, az wel az ov *oa*, the filolojist mai komplian that ther iz heer no pretens tu fonetik presizhon. But aul theez deigrafs must be treeted az singel simbolz, az *ie*, *ij*, and *oe* (=our *ee*, *ei*, and *oo*) ar in Duch; as *ai*, *au*, *oi*, and *ou* (=our *ai*, *oa*, *wa*, and *oo*) ar in French, or az *ai*, *ei*, *av*, *ev*, and *ov* (=our *ai*, *ee*, *av*, *ev*, and *oo*) ar in Modern Greek. It duz not mater at aul tu a Duchman that *o + e*, tu a Frenchman that *o + u* (=ü), or tu a Greek that *o + v* (=y), kanot posibli konstituteut a fonetik ekspreshon ov the sound which we, with les irregulariti, simboleiz bei *oo* (Fonetik *u*, jeneral European *ū*). He haz the simbol with a definit meening atächt tu it, and feindz no difkulti in wurking it; and if we kan maik our lan'gwaij az praktikali fonetik az the Duch hav maid thairz, we need not feer the perpeteuaishon ov a feu deigrafs not perfektli analitikali in thair konstrukschon.

But we must pas on tu konsider a feu objekshonz that mai be urjd agenst our konsonant skeem. The moast obvius eisoar tu meni wil be the jeneral eus ov *k* in plais ov hard *c*, *ch*, and *g*. Wel, we hav konsiderd this mater in aulmoast everi posibel leit, and until laithi wer in faivor ov retaining hard *c* az a ko-ordinait sein with *k*. But meni reezonz hav indeust us tu giv up the dubel simbolizaishon. *K* iz the moar eusful and unambigeuus leter, and haz been definitivli adopted in the Fonetik Alfabet, after much eksperimenting and diskushon. If we trei the konkurent eus ov boath leterz, we ar kontineuali geling intu such inkonsistensiz az

fizik, fizikal; provoak, provokaishon; embark, embarcaishon (entailing a retrograd moovment in the last kais); and we *feel* that we ar talking painz tu maik distinkshonz that hav no fonetik valeu or objekt. We thairfor spel our Anglo-Sakson derivativz with *k*, az the saim roots ar speld in Jerman, Duch, Sweedish, Dainish, Norweejan, Eislandik, Frizian, ets. We noa that our ansestorz hapend tu euz *c*, and not *k*; but so meni ov the deutiz thai impoazd on *c* hav been aulredi shifted tu *k* (az in *ken, keep, king, kine, kitten, ankle, twinkle, bake, weak, talk, soak, look*), and so inadekwait haz *c* bekum; throo the Norman introdukshon ov its "soft" pouer (or raather *weeknes*), tu a rezumshon ov its oald wurk, that in maiking the elekshon between them we had no chois but tu adopt the independent and servisabel simbol. Bei the jeneral eus ov *k* we shal at leest maik evident etimolojikal relaishonz that ar nou obskeurd in such wurdz az *kou, kein; kat, kiten; korn, kernel; kan, ken, kuning; kil, kwel; kük, kichen; kwak, kakel; kurfeu, kercchef; skim, skum; skeuer, sekeur*. In Greek derivativz, bei euzing *k* for hard *c* we meerli restoar the orijinal naitiv simbol, and we shud think everi skolar wud be glad tu substitute *k* for the soft *c* aulso, in such wurdz az *cynic, scene, scepter*, if it wer stil praktikabel tu doo so. "But whot kan be sed in ekskeus for introdeusing *k* intu Latin derivativz?" We anser this kwestion bei asking another. Iz it so intolerabel tu hav *k* in *convoke, provoke*, ets., that we must seuperseed it at the ferst oportuniti in *convocation*, ets., and yet we kan bair it in *embarkation* and *remarkable* az wel az in *embark* and *remark*? Meni Latin roots ar aulredi speld with a *k* in In'glish, and we ar no moar tu be thaut barbairianz for jenerali substituteing *k* for *c* hard than the prezent Germanz ar for reiting *kritisch* and *grammatik* in Roaman karakterz, or the oald Greeks wer for transkreibing *Cesar* and *Cicero* as *Kaesar* and *Kikepo*.

Ov koars, it wil be alejd agenst us that we korupt Greek roots bei reiting *f*, *k*, and *r* for *ph, ch, and rh*; but we repli that we in eech kais put wun In'glish for a singel Greek leter (*φ, χ, ρ*), reiting the leter that ekaprezet the sound we *must* euz in In'glish; and, nou that we ting ov it, it mai be az wel tu introdeus heer Fonetik *θ* and *γ* for *ph* and *ng* (or *n'*), tu komplet the transkripshon ov Greek, konsonant for konsonant (eksept in the kais ov thoaz that ar not pronounst at aul in In'glish, which ar omited, az in *salm, pneumatiks*). Nou, we put it tu the skolar, whether, leter for leter, *komik, fizik, midoloji, kronik, eufoni, ridmikal, fonograf*, and *ornidoringhos* ar not moar literal transkripshonz ov Greek than the kurent In'glish spelipz. We mai regret the okaizhonal seuperseshon ov wun leter bei another, az ov *ch* (*χ*) by *k*, ov *s* bei *z*, or ov soft *c* and *g* bei *s* and *j*; but our plain deutiz iz tu reit the soundz ov our oan laggwaij, and not to reit its histori, in *our ortografi*. It iz ov far moar importants tu the skoolboi tu hav the *undouted* pronunsaishon ov *arkitekt* konvaid tu him bei this spelipz.

than tu obtain sum glimerig idea that the wurd iz ov Greek or sum outlandish orijin, and aulwaiz tu be mispronounsig it *architekt* (with *ch* az in *arch*).

But thoaz that meit agree with us so far, and hoo meit uter oanli feelbel proatests at *civil*, *seen*, *acid* (for *civil*, *scene*, *acid*), or *jentel*, *ajjent*, *jeoloji* (for *gentle*, *agent*, *geology*), wil perhaps tel us point-blank that our feinal *s* for *ce*, and our terminaishonz *shal*, *shan*, *shi-ait*, *shon*, *zhon*, *zhur*, ets., ar intolerabel korupshonz ov the Latin. Tu this we anser that *s* or *si* iz at leest az gud a representativ az *ce* or *cy* for Latin *tia* or *tium* in *veis*, *spais*, *grais*, *esens*, *providens*, *kurensi*, *kreedensi*, and meni other wurdz (Latin *vitium*, *spatium*, *gratia*, *essentia*, *providentia*, *currentia*, *credentia*); for the wurdz hav been so hoaplesli korupted, or aluterd, in sound az wel az in the kurent speling, that we kanot konseev hou a Klasikal skolar can maik eni plee for them az thai stand. This stiklig for the prezervaishon ov terminaishonal silabelz in Latin derivativz must be ameuizig tu the student ov the modern Romanik laggwaijez, hoo feindz the Latin *natio*, *nationalis* metamorfoazd tu *nazione*, *nazionale* in Italian, tu *nacion*, *nacional* in Spanish, and tu *nação*, *naçonal* in Portugeez. If theez peepelz ar aloud to akomodait thair ortografi tu thair pronunsiashon, whei mai we not doo so, and reit *naishon*, *nashonal*? Az for fipkig that bei reitig *vicious* we represent the Latin *vitios-us* moar korektli than bei spelig the wurd in Semifonotipi *vishus*, or in peur Fonotipi *vi/iss*, we konsider that tu be an evident falasi. We oanli sukseid in kreaitig an ortografikal anomal, which maiks our laggwaij unnesesarili difikult tu our oan yooft and tu forenerz. *Sh* iz a furoli Iyglish and efshent deigraf, and *zh* formz a konveenient kompanion tu it. Kontentig ourselvz for the moament with introdeusig too ov the "fifteen neu leterz," we wil heer apend a taibel which mai be interestig in this konekshon.

The Leter H az a Deigraf-former.

BH—in Ers ekspresez a mentaishon ov *b* tu the sound ov *v* (in Welsh represented bei *f*, aulso = *v*).

CH—in Italian represents *c* hard befoar *e* and *i*, az *chi*, *che* (= *ki*, *ke*); in Spanish iz ekwivalent tu Iyglish *ch* (in *church*); in Portugeez and French soundz leik our *sh*, eksept in Greek wurdz (whair it iz eekwal tu *k*); in Jerman, Dnch, Loaland Skotish, Welsh, and Ers ekspresez the sharp gutural kontineuant (Fonetik *x*, Greek *χ*); in Iyglish represents the free soundz in *church*, *chaise*, and *chorus*.

DH—in Ers doutles sounded formerli az *th* (in *this*), but it nou partaiks moar ov the naiteur ov *y*.

FH—in Ers iz a mentaishon ov *f* tu the sound ov a strong *h*. (See a similar chainj in Spanish *hierro*, *hacer* for Latin *ferrum*, *facere*.)

GH—in Ers represents the flat guttural kontineuant korespondinj tu *ch* (German *g* in *tag*) ; in Inglish it iz meut, or irregularli represents vairins soundz.

KH—in Inglish iz often euzd for the sharp guttural kontinenant in Oariental wurdz (German *ch*).

LH—in Portugeez iz ekwivalent tu Spanish *ll*, Italian *gl*, and French *ll* in *fille* ; in Welsh it haz sumteimz been euzd for a strogli aspiraited *l*, komonli riten *ll*.

MH—denoats an aspiraited *m* in Welsh, and a meutaishon ov *m* tu *v* in Ers (*m* tu *f*=*v* in Welsh).

NH—in Portugeez ekspressez the Spanish *ñ*, Italian *gn*, French *gn* in *signe* ; in Welsh it iz an aspiraited *n*.

PH—in moast European lagwajiez replaisez Greek *φ*, with the pouer ov *f* (the Italianz and Spaniardz reitij *f*) ; but in Ers and Welsh it denoats a naitiv meutaishon ov *p*, aulso with the pouer ov *f*.

QUH—woz formerli euzd in Loaland Skotish for a strogger aspiraited *w* than our *wh*, az *quha*, *quhan* (*who*, *when*), and stil survivez, tho meutli, in proper naimz.

RH—in moast European lagwajiez represents *ρ* in Greek derivativz, with simpli the sound ov *r* (for which the Italianz and Spaniardz reit *r* oanli) ; in Welsh it iz a strogli-aspiraited *r*.

SH—in Ers denoats a meutaishon ov *s* tu a strog *h* ; its oanli uther ens iz in Inglish, az in *shed*.

SCH—in Italian represents *sch* (*ch*=*k*) ; in Jerman it iz the ekwivalent ov our *sh*.

TH—generali ekspressez *θ* in Greek derivativz, tho on the Kontinent it haz oanli the pouer ov *t* (which the Italianz and Spaniardz reit) ; in Jerman it iz a naitiv simbol, with the pouer ov simpel *t* ; in Welsh and Ers it ekspressez a meutaishon ov *t* eekwal tu *th* in *thin* ; in Inglish it haz the wel-noan pouerz in *thin* and *then*.

WH—iz a pekeuliarli Inglish sein for aspiraited *w*.

This taibel iz ov sum interest az shoawij the vairins eusez tu which *h* haz been put in formij deigras, and the ekzampelz from sum ov the moast fonetik lagwajiez in Euroap wil justifei the Semifonotipik ekspeedients.

But ther ar sum materz adverted tu in the taibel which mai wel be treeted ov in a separait paragraf. For instans, the Italianz and Spaniardz reit simpel *f*, *t*, and *c*, for the Greek *φ*, *θ*, and *χ*, az *filosofo*, *Amico*, *teatro*, *teologia*, *coro*, *cronico*, for the Latin *philosophus*, *physicus*, *theatrum*, *theologia*, *chorus*, *chronicus*,—speij, in fakt, just az thai prounouns, and wud prounouns, however thai apeld. So

with *retorico* for *rhetoricus*, or *analitico* for *analyticus*. And heer we mai point tu similar fonetik chainjez ov orfoграфи which the Italians and Spaniardz often maik in Latin roots ov their laggwaijez—thus *chi*, *signor*, *figlia*, *giudicare* in Italian (for Latin *qui*, *senior*, *filia*, *iudicare*), or *cuatro*, *ejercito*, *monarquia* in Spanish (for Latin *quattuor*, *exercitus*, *monarchia*)—the simpel objekt bein tu ekspres sound moar sertenli than bei former simbolizaishon. We kanot, in Italian and Spanish, paralel the Fonetik chainj ov soft *c* to *s*, bekaus this *c* iz not pronounst az *s* in thoaz laggwaijez; but we kòd instans analogous orfografik inovaishonz, wheil Fonetik *j* for soft *g* iz konversli no moar objekshonabel than the Italian jeneral substituteushon ov soft *g* for *j*, tu avoid too ko-ordinait simbolz for wun sound. Yet theez peepelz, wheil providein everi fasiliti tu enaibel thair oan yooft or foreaerz tu lern thair laggwaijez, hav no difikulti in the etimolojikal traisig ov thair wurdz, no moar than the French hav troo spelin *monarque*, *comique*, etc.

Tho raizin no obstakel in the wai ov thair oan filolojists, tu foren wunz thai ofer welkum asistans bei spelin just az thai pronouns. A sumwhot ekstensiv studi ov laggwaij haz konviinst us that fonetik orfoграфи iz a grait boon tu a filolojist, hoo wunts tu noa az redili az posibel whot iz the real and prezent speech ov a peepel. If he kaizr tu trais its development from an ainshent soars, he kan doo so throo oald bûks; but in the bûks ov the dai he wishez tu feind the laggwaij ov the dai, not abortiv atempts tu giv the histori ov wurdz. The skolarli and etimolojikal objekshonz tu fonetik spelin ar, in fakt, nou adeust oanli bei indiferent skolarz and smatererz in etimoloji. And the prinsipal livin filolojists, leik Profesorz Maks Meuler and Saia (Sayce) and Dr Moris in Ingland, or Profesorz Whitni (Whitney), March, and Haldeman, in Amerika, ar stroppli in faivor ov fonetik spelin. Etimolojikal and historikal argeuments agenst fonetik spelin hav, indeed, been so often and so furoli eksploated that it iz not wurd wheil tu deel with them heer at lef. The moast solid objekshon hithertu haz been the praktikal wun agenst the konsiderabel number ov neu teips rekweird in fonotipi; and if we hav shoan the praktikabiliti ov tolerabel fonetik spelin without eni neu karaktertz, and ov removing meinor blemishez simpli bei the adishon ov *s*, *ð*, and *g* tu the alfabet, we shal hav dun much toardz advansin the reform. The need ov reform woz abundantli shoan in the first part ov this lital treetis, and its praktikabiliti haz nou been demonstrated. It oanli remainz, thairfor, for thoaz hoo ar adheerents ov the kauz tu agree upon such a komon skeem ov spelin az iz heer laid down (which iz no person'z pekeuliar hobi or properti), and tu doo thair utmoast tu multiplei proseleits, first ten, and then a hundred-fould, in order tu maik the Spelin Reform an akomplisht fakt.

A GLANS AT ØTHER PROPOAZD SKEEMZ.

Voluntari and self-impoazd az onr task mai apeer, we doo not wsrk in this mater ov spelij reform without a sens ov responsibility. We feel, that, if our laibor iz tu bair eni froot at aul, it wil be not for the pasij moament oanli, bst for jeneraishonz yet tu ksm. Mr Eizak Pitman and sym ov the moar sangwin ov hiz ko'adjutorz and disceipolz mai and doo luk spon eni skeem ov fonetik spelij short ov peur Fonotipi az a meerli temporari ekspeedient for ekzibitij aproksimaitle the prinsipelz ov Fonotipi in the neuzpaiperz ov the dai. But, fermli az we beleev in the seuprior vertuez ov the Fonetik Alfabet, we kanot shst our eiz tu the serten prospekt, that, if thát alfabet wer at wsnz tu reseev kolateral establishment and endowment from the Gsvernment az an ekspeedishs and efektiv enjin for teechiij children in preimari skoolz tu pronouns and inteligentli reed thair nativ langwaij, it wud stil be meni yeezr befoar Fonotipi bekaim jeneral in Grait Briten and her koloniz, az wel sz in Amerika; wheil ther iz not msch probabiliti ov our fonoteips ever beij kept in ordinari Kontinental printij-ofsez, eni moar than the Greek or the Rshian teips nou ar. Ther mst thairfor be, not oanli a temporari, bst a permanent standard ov reformd spelij in Roaman karakterz, and we doo not fipk it a smaul mater whether thát shal be a wel-konsiderd wsrkabel ortografi or not. The plan ov our propoazd skeem haz nou been laid befoar the reeder, boad ov reitij soalli with oald karakterz and ov introduesij a feu ov the moast nesasari fonoteips when thai ar prokeurabel; and we non konfidentli put the kwestion tu the filolojist, the ordinari Iyglisch skolar, or the printer, whether we hav kept in ven the konsideraishonz which it seemz tu ss aut tu be obszrvd in re-modelij the ortografi ov a langwaij which nou haz a far graitr ksrensi than eni øther, and which, tu aul apeerans, usij bst its anomalss ortografi kan prevent from obtainij a wsrld-weid serkeulaishon. Theez konsideraishonz ar :—

1. Konsistensi in the ens ov the Roaman karakterz, not oanli within the Iyglisch langwaij itself, bst, az far az praktikabel, between thát and the øther moar ksrent langwaijez ov the wsrld;
2. Redi interchainjabiliti, sein for sein, with Fonotipi;
3. Eekwali redi interlejibiliti between the oald and the neu spelij
4. The praktikal konveeniens ov printerz with respekt tu the present resorsez ov thair ofsez.

Taikiij theez kondishonz az our geid, we wil venteur tu point out whot we konsider objekshonabel feteurz in sum øther propoazd ortografik skeemz.

Mr Washington Moon haz pbslisht a so-kauld "improovd alfabet," proudest prinsipali bei emploij seven deiakritikal marks tu maik feiv vowel-seins intu twelv, and wsn moar tu distingwish the deigraf ee

intu short and long, and he talks for his geidig prinsipel (?) thát which an' tther advokaitis ov reform praktíkali moar or les reprobat, the perpetuashon and jeneral ekstenshon ov the konekshon between the konvenshonal short and long soundz ov the vowel-seinz. In the konsonants he perversli puts a graiv aksent tu distingwish the akent from the graiv sound ov *th*, and euzez *ng* anlwaiz for *g* befoar *g* (az in *linger*, *longger*), tho he dsz not fínk it wsrí wheil tu reit the deigraf analogsali befoar *c* (=k). Bst ther iz no need tu go intu the detailz ov the skeem, when for the praktikal purposez ov printin we meit az wel hav neu karakterz at wns az neumerz and konstantli-oksrin senperimpoazd seinz absoloutli nesasari for the inteliabiliti ov an ortografi, which seinz wud not be found on meni keindz ov teip, nor wud thai be aplikabel even on ordinari Roaman kapitalz in the kloas print ov neuipaiperz or popeular wsrka. Nai, if we ar tu seek the teipfounder's aid, let it be tu sarnish ss with Mr Pitman's konsistent and definit seinz, far moar redili riten and red than thoaz in Mr Moon's skeem, which pozeez the wsn praktikal disadvantaj ov Fonotipi in an intensifeid degree, with disadvantajez pekeuliar tu itself. When French reiterz komonli treet the feu deiakritikal marks ov thair lagwaij az fínz oanli dezervin the konsiderashon ov printers and skoolboiz, fansi hou preposterz it wud be tu depend spon a free-born Briton, hoo disdaiuz the slaivish dotig ov *i'*z or krosig ov *i'*z, tu euz in hiz korespondens a notaishon laik thát ov Greek with aksents, or Arabik with points, and thss tu tel yoo whether he iz rezeind tu hiz *fat* or tu hiz *fât* (fait); whether he *fâlz* (failz) or *fâlz* (faulz) tu wsrk with zest; whether he wishez yoo tu *sêl* (seel) yoor *nôts* (noats) or *sel* yoor *nots* moar kairfuli; whether he wons *slops* (sloaps) *fîld* (feild) intu a *tûb* (teub), or *slops fîld* intu a *tub*! After this ekzemplifikashon, we mai refer with kontidens heerafter tu the praktikal advantaj ov deigrafz az kompaired with deiakritikal marks.

Mr Bul (Bull) haz propoazd an ortografik skeem ov which we mst speek with respekt az evinsig in meni partikeularz seiensifik apreeshiaishon ov fonetik prinsipelz; bst hiz Italian-leik spelig ov *uol*, *buol*, for *aul*, *baut*, hiz Welsh-lukin formz ov *wud*, *endiwr*, for *wud*, *endeur*, and hiz enitig-bst-Inglish or ekzaktili fonetik simbolizashon ov *avtlaiz* for *outleinz*, and tther pekeuliaritiz in the vowel-notaishon, not tu menshon hiz injeeniz bst eksentrik aplikashon ov *x*, *i*, *s*, *y*, *c*, and *q* for *sh*, *zh*, *ô*, *th*, *s*, and *y*, mst put him kweit out ov the feeld ov praktikal reform. Konsistens ov a serten keind ther sñdottedli iz in Mr Bul's ortografi, bst it sterli failz tu fulfil the kondishonz ov konsistens with the jeneral Kontinental aplikashon ov Roaman leterz, ov interchainjabiliti with Fonotipi, ov interlejabiliti with the oald spelig, or ov praktikal konveeniens tu printez. Our oan sisten ov spelig, larjli emloid, wud rekweir ekstra spleiz ov *k'*z and *s'*z in Inglish printin-ofsez, tho not in ssm Kontinental wsn; bst eniwhair ther mst aulso be adishonal *x'*z, *y'*z, and *q'*z, for *whiz sp teip* in Mr Bul's ortografi.

In this konekshon we mai wel devoat a fea wördz tu a skeem propoazd bei Mr Fipson (Phipson), an Amerikan, in a leter tu Maks Meuler, psblisht in the *Fonetik Jurnel* for 18th Augst last. Ther iz an assemshon ov seientifik seupeeriorti about the reiter which iz hardli boorn out bei hiz praktikal propoazalz. He speerz tu adopt oanli too neu vouel-seinz, *e* and *o*, and tn euz *a*, *e*, *i*, *o*, *u* not oanli for the soundz thai reprezent in Fonotipi, bst aulso for thoaz ov *a*, *e*, *i*, *v*, *w* (*aa*, *ai*, *ee*, *oa*, *oo*), ssmteimz markig the seinz (*ä*, *ê*, etc.) for the log soundz, bst often omitig tu doo so, spon no apairent prinsipel. Heer we hav tu depend spon deiakritikal marks, az in Mr Moon's ordjografi, tu distingwish wördz ov veri diferent meenig, and wsn meit sspoaz that a korespondent oferd az an ekskeus for hiz kakografi a bad *pen* in hiz hand, when he reali intended tu reit *pēn* (*pain*), or that he adveizez yoo tu liv larjli spon korn *mīlz*, which bei an oaverseit woz riten for *mīlz* (*meels*). Ther iz neerli az mēch praktikal objekshon tu sēch notaishon az tu Mr Moon's, tho in this kais the short and the log vouelz ar arainjd in fonetik pairz. The reprezentaishon ov *ei* and *ou* bei *ai* and *au* iz az mēch tu be reprobaite heer az in Mr Bul's skeem, sins, without obtainig the fonetik akeurasi which ineit hav been found in *pi* and *pu*, too veri eusful and wskabel Igglisch deigras ar appropriated in Isroli sn-Igglisch sensez. The snakountabel rejekshon ov *y* and *w* az semi-vouelz and the apropiatishon ov *c*, *j*, *č*, *qj* for our *sh*, *zh*, *ch*, *j* renderz Mr Fipson's skeem praktikali aulmoast az objekshonabel az Mr Bul's. Aultgether, without areivig at enitig leik the seientifikali fonetik presizhon ov Mr Pitman's sistem, this propoazd ordjografi wud rekweir aulmoast az meni neu leterz az Fonotipi itself, for *ä*, *ê*, *ī*, *ō*, *ū*, wud be az mēch neu leterz az ar the fonoteips *a*, *e*, *i*, *v*, *w* in moast printig-ofisez or kindz ov teip, and the teip-founder's aid wud hav jenerali tu be saut for them. For aul *praktikal* psrposez neu leterz wud be preferabel tu deiakritikal marks or diskarded oald leterz re-introdeust with novel pouerz. Az reivalz tu the Fonetik Alfabet, sēch skeemz az thoaz ov Mr Fipson and Mr Bul hav no chans ov akseptans, or reit tu it; wheil thai doo not fulfil eni ov the kondishonz neesari in a kolateral sbsidiari ordjografi.

The sistem ov spelig which we ar nou ekzemplifeiig haz too meni feeteurz in komon with Mr Elis'ez "Glosik" for ss tu depreeshait the later; bst in the vouel-notaishon adopted bei this eminent fonetishan the oanli orijinal sein, *uo* for *ü* in *put*, iz an eksentrik deigraf that haz been resevd, eeven at the rekomendaishon ov a grait leeder in the spelig reform moovment, with sēch jeneral disfaivor az tu shoos the feutiliti ov propoazig sēch nen-saggeld formz. With Mr Elis, we shud seoretikali prefér *dh* for *th* in *then*, and the emploiment ov *tā* for *ð*, if this neu deigraf had proovd moar akseptabel than *uo*; bst, rekogneizig the foars ov the lojik ov fakts, we ar kontent, when we hav not Fonotipik *ð* at hand, tu distingwish the simbol in *thin* thrs (*thin*), or eeven tu leev the distingshon unmarkt (az we meit leev that between *u* and *ü*) without feer ov praktikal konfeuzhon. We hav log

ago rekogneizd the ʔndouted fonetik fakt ov the freekwent dʒbel sound ov *r* between too vowelz (az the Greek *ρρ*), bʒt we hardli ʒigk the distinkshon iz wʒrd marking, az Mr Elis dʒz. Bʒt our grait diferens with this Fonetik veteran iz on too points—(1) hiz eksseiv eus ov the vowel-deigrafs in ʒnaksented silabelz, or in aksented silabelz whair the elonggaishon ov a vowel-sound iz *dependent* on ʒkseediŋ konsonants; and (2) in the kontrari tendensi ov minsiŋ serten komon ʒnaksented silabelz. The solo'iŋ speliŋz wil ilʒstrait our meeniŋ :—*proavinskel, proavoaik, proanunsiatshon, proaveid, paart, faurm, rifaurm, wisdem, feineli, regeuler*, (kom-pair *provins, provokaishon, providens, re-formaishon, feinaliti, regeulariti*); for ʒeoh speliŋz ar kontrari tu whot we konsider the sound prinsipelz laid down in the roolz ov our ortografik skeepem.

Mr Joanz (Jones) haz no dout mʒoh tu sai for hiz retenshon ov *c* and *k* az ko-ordinait seinz, and ov *y* and *w* in the feinal formz ov distiŋŋz and deigrafs. He dʒz therbei preserv moar ov the meer form ov the oald speliŋ. Bʒt this jentelman, if we mistaik not, avouʒ hiz teoretikal preferens for the peur Fonetik Alfabet. Yet in the points we hav menshond, az wel az in hiz eus ov *u* (for *ʌ*), he sakrifeizez korespondens with Fonotipi, which tu our meind iz ov moar importans than akord with the oald sistem. Mr Joanz haz diskreetli diskarded hiz impraktikabel deigrafs *ie* and *oe*, or we shud hav tu print heer mʒoh that we hav riten about them; bʒt hiz prezent eus ov *i*, *o*, *u* for *ei*, *oa*, *eu* (*i*, *o*, *u*), althoʒ it dʒz not konflikt with Fonotipi, iz oapen tu aul the objekshonz we hav urjd agenst deiakritikal marks in treetiŋ ov Mr Moou'z ortografi and Mr Fipson'z. Verteuali, the karakterz, *u*, *i*, *o*, *u*, and *u* ar feiv neu leterz, without representativz amʒŋ the kapitalz or "fansi" founts ov teip, and thair adopter dependz on kazeual marks, which mai eezili be omited, tu tel whether a man deid in a *fit* or a *fit* (*feit*), whether the oald *rod* or *rōd* (*road*) iz the best help tu lerniŋ.

Mr Bʒterfil haz too formz for aul hiz vowel-deigrafs and distiŋŋz, and, adoptiŋ the dʒbel simbolizaishon *c* and *k*, eeven konseeds tu prejendis bei retainiŋ *q* az a ʒerd ko-ordinait sein. In aul theez points he braiks awai from Fonotipi, and, in hiz vowel-notaishon, from thāt and freekwentli from the oald speliŋ. Whot he sau in the sliperi distiŋŋ *ea* (*heat, sweat, great, heart, real, create*), tu giv it preferens oaver *ee* for inishal and meedial eus, we kanot konseev; nor can we imajin whei *ie* wud not doo for a feinal az wel az *ee* and *oe*, without introdusiŋ the preposterʒs and ʒfonetik *iy*. But a moar ʒnhapi deigraf than *ie* kud not hav been selekted tu ekspres the sound ov our *ei*. In the oald speliŋ it iz never thus found in the bodi ov a wʒrd, eksept in a feu monosilabelz leik *die*, *lie*, and *tie*, in which *i* + *e* iz verteuali *i* + *nil*. Iuishali we never meet *ie* in that ortografi; and when it okʒʒ az a meedial sein, it haz moast often the pouer in *lie*, *tier*, etc. Bʒt it freekwentli aulso represents the sound ov too vowelz, az in *sapient, holier, or quiet, diel*; so that when we kʒm tu spel with this deigraf the oald *life*, *line*, *tire*, *pint*, *lyre*, *quite*, *dight*, aul the forʒas

jst menshond protést, and too metodz ov divizhon ar rekweird in *sapi-ent* and *dí-et*; the singel *i* in the later kais beig left tu doo deuti az a diffoj. It fairz no beter with *ty*, in which the feinal leter iz diskarded on apending an afika, so that we hav for the oald *high*, *higher*, *highest* the formz *hiy*, *hi'er*, *hi'est*. Bst the kapital defekt ov the too deigrafs iz that thai ar ðnfonetikal, and doo not in eni sens ekapres the kompozishon ov the diffoj *ei*. Bei euzig the later we avoid aul konfeuzhon in the formz abov seited, reiting *leef*, *leen*, *teer*, *sapiént*, *holier*, *kweiet*, *deiet*.

In konkleuding our remarks on this subjekt, we wud beg our brather fonetishans tu taik our kritisizmz in gud part, and tu konsider seerizsli whether thai wil not best advans the reform we aul hav at hart bei givig ðp personal krochets and akseptig a praktikal, wérkabel skeem, insted ov atreivig after whot thai fansi tu be a teoretikali perfekt wsn. The spelig reformerz ov the Eneited Kingdom ar a strop bodi if aktig with wsn singel objekt and wíl, bst diveided, thair enerjiz wil oanli be friterd awai in atákiñ the grait eevilz ov the oald spelig. It iz litel children hoo wont tu be taut tu reed bei eni praktikal reformd sistem, and in prezens ov this wont ther shud be no kontest ov doktrinairz, bst a harti ko-operaishon tu forward the kauz and a sipkiñ ov personal predilekshonz. Let zs hav a standard sistem ov reformd ortografi, not ov wsn man'z maikiñ or ansther'z, bst konstruktet rashonali out ov the best availabel mateerial; and when we aul rali round it, we shal soon begin tu see the seinz ov viktóri atend our eforts.

ADENDUM.

In konkleuding this litel wérk, we wud beg the reeder hoo mai nou for the ferst teim hav beksm akwaintet with Fonetik spelig, not tu sþoaz that this iz ssm haistili konserted and il-dijested skeem. It iz not the wérk ov wsn meind, bst ov meni. The foargo'ig remarks sþon whot we konsider defekts in sther propoazd ortografiz ar oanli a spesimen ov the freedom with which spelig reformerz hav kritisieid eech sther'z propozishonz, and ar stil dooig so. In moast partikeularz we ar aul agreed; bst the konsert which nou raliz neerli aul reformerz round the Fonetik Alfabet waz not areid at without mæch disksshon, experimentig, and konseshon on this seid or thát. We beleev that in this kais the proverb haz been fulfild, and that ther haz been wisdom in the mæltitend ov kounselerz. It iz interestig tu kompair the ferst krood and ðnseitli fonetik alfabet ov 1843 with the perfekt and beuti-ful alfabet ov the prezent dai. The ferst eidea woz tu print fonetikali, no mater at whot sakrifeis ov konvensjonalitiz, and in the ardor ov *thát eidea it woz sþoazd* that peepel wud be wiliñ tu foargo kapital *or smaui leterz, az the kais meit be*, and tu banish Italiks and "fansi"

Diphthongs.

M.B.—y (1844)	iu	oi	ɔ̃		
F. —ɹ (1843)	u	o	ɤ		
E. 1 —ei	iu	oi	ou		
E. 2 —ei (ey)	eu (ew)	oi (oy)	œu (œw)	ai (ay)*	ou (ow)*
S. F.—ei	eu	oi	ou	[ai]	[oa]
F. —i (1877)	u	oi	ou	[ɛ]	[ɔ]

* These two sounds were treated as diphthongal when not occurring before *r*.

Konsonants.

M.B.—p b (1844)	t d	ch j	k g	f v	th th
F. —P B (1843)	T D	ɕ J	K G	F V	θ Δ
E. 1 —P B	T D	C J	K G	F V	T Δ
E. 2 —p b	t d	tj dj	c=k g	f v	th dh
S. F.—p b	t d	ch j	k g	f v	qh th
F. —p b (1877)	t d	q j	k g	f v	f d
M.B.—s z (1844)	sh ɹ	m n	ng	l r	w (i) h
F. —s z (1843)	ɹ ʒ	M N	N	L R	W Y H
E. 1 —s z	ɔ r	M N	ŋ	L R	W Y H
E. 2 —s z	sʃ zʃ	m n	ng	l r	w y h
S. F.—s z	sh zh	m n	ng	l r	w y h
F. —s z (1877)	ʃ ʒ	m n	ŋ	l r	w y h

We meit hav instanst vairi's modifikaishonz ov the Fonetik Alfabet which hav been maid from teim tu teim; bst the absv wil shoa whot advanse'z hav been efekted in Fonetik printin in a jeneraishon, espeshali when it iz konsiderd that the ferst free alfabets kud be printed in oanli w'sn keind ov teip, wheil the last free kan be printed in eni. Praktiki, the Fonetik Alfabet woz komplet with regard tu kapitalz and smaul leterz in 1845; bst it haz sins ndergon vairi's modifikaishonz, and nou it apeelz tu the w'rl'd, not az an eksperiment, bst az a proovd and treid meenz for the efektiv reprezentaishon ov spooken soundz. Bst a short spesimen printed in eech alfabet given absv wil best shoa the progres that haz been maid.

MAIJOR BENIOVSKI.*

the imperfekshonz ov ol alfabets (the hubru by nō mūnz eksepted) s'm tu argiu them, not tu hav b'n the produkt ov divyn skil, bqt the rezqlt ov s'ich a konkurens ov aksident and gradual impruvment az ol human arts, and whot w's kōl invenshouz ē thar berth tu: for sertenli the alfabets in ius bar nō marks ov the regulariti ov natiur: the mōr w's konsider the later, the mōr rezon w's sē tu adm'r thar biuti, j'ust prōp'arshonz, and kōnsekwent fitnes tu anser thar respektiv endz; wharaz the mōr w's ekzamin the former, the mōr defekts, superfluitiz, and imperfekshonz ov ol kyndz, du w's diskver in them.—Dr Prēstli.

FONETIK, KONSTRUKTED 1843; *publisht in the "Fonetik
Jurnal," Januari, 1844.*

ΔΕ ΙΜΠΕΡΦΕΚΣΟΝΖ ΟΥ ΟΛ ΑΛΦΑΒΕΤΣ, (ΔΕ ΗΙΒΡΩ ΒΑ
ΝΟ ΜΙΝΖ ΕΚΣΕΠΤΕΔ,) ΣΙΜ ΤΩ ΑΡΓΩ ΔΕΜ, ΝΟΤ ΤΩ ΗΑΥ
ΒΙΝ ΔΕ ΠΡΟΔΥΚΤ ΟΥ ΔΙΥΑΝ ΣΚΙΛ, ΒΥΤ ΔΕ ΡΕΖΥΛΤ ΟΥ ΣΥΘ
Α ΚΟΝΚΥΡΕΝΣ ΟΥ ΑΚΣΙΔΕΝΤ ΑΝΔ ΓΡΑΔΥΑΛ ΙΜΠΡΩ-
ΜΕΝΤ, ΑΖ ΟΛ ΗΥΜΑΝ ΑΡΤΣ, ΑΝΔ ΥΩΤ ΨΙ ΚΟΛ ΙΝΥΕΝ-
ΣΟΝΖ, Ο ΑΕΡ ΒΕΡΘ ΤΩ: ΦΟΡ ΣΕΡΤΕΝΛΙ, ΔΕ ΑΛΦΑΒΕΤΣ ΙΝ
ΥΣ ΒΕΡ ΝΟ ΜΑΡΚΣ ΟΥ ΔΕ ΡΕΓΥΛΑΡΙΤΙ ΟΥ ΔΕ ΥΕΡΚΣ ΟΥ
ΝΕΤΥΡ: ΔΕ ΜΟΡ ΨΙ ΚΟΝΣΙΔΕΡ ΔΕ ΛΑΤΕΡ ΔΕ ΜΟΡ ΒΙΖΟΝ
ΨΙ ΣΙ ΤΩ ΑΔΜΑΡ ΑΕΡ ΒΥΤΙ, ΙΥΣΤ ΠΡΟΠΟΡΣΟΝΖ, ΑΝΔ
ΚΟΝΣΕΚΥΕΝΤ ΦΙΤΝΕΣ ΤΩ ΑΝΣΕΡ ΑΕΡ ΡΕΣΠΕΚΤΙΥ ΕΝΔΖ:
ΥΕΡΑΖ, ΔΕ ΜΟΡ ΨΙ ΕΚΖΑΜΙΝ ΔΕ ΦΟΡΜΕΡ, ΔΕ ΜΟΡ ΔΕ-
ΦΕΚΤΣ, ΣΥΠΕΡΦΛΥΙΤΙΖ ΑΝΔ ΙΜΠΕΡΦΕΚΣΟΝΖ ΟΥ ΟΛ ΚΑΝΔΖ,
ΔΨ ΨΙ ΔΙΣΚΥΕΡ ΙΝ ΔΕΜ.

* We put this spesimen ferst az ekzibiting the kroodest ortografi'k ekspe-
dients, and we ar responsibel for euzin the Maijor's alfabet in akordana with
our oan noashonz ov speli'g.

EVANZ, 1.

JE IMPERFEKCOONZ OV OL ALFABETS, (JE HÄRRM BEI NO MANZ EKSEPTED,) SÄM TU ARGIU JEM, NOT TU HAV BÄN JE PRODYKT OV DIVEIN SKIL, BVT JE REZVLT OV SVC A KONKVRENS OV AKSIDENT AND GRADUVAL IMPRMVMENT, AZ OL HIUMAN ARTS, AND WHOT WÄ KOL INVENCOONZ, O JER BERT TU : FOR SERTENLI JE ALFABETS IN IUS BÄR NO MARKS OV JE REGIULARITI OV JE WYRKS OV NATIUR : JE MÖR WÄ KONSIDER JE LATER, JE MÖR RAZON WÄ SÄ TU ADMER JER BIUTI, JYST PROPÖRJOONZ, AND KONSEKWENT FITNES TU ANSER JER RESPEKTIV ENDZ ; WHÄRAZ, JE MÖR WÄ EKZAMIN JE FORMER, JE MÖR DEFREKTS, SIUPERFLUITIZ, AND IMPERFEKCOONZ OV OL KEINDZ, DÄ WÄ DISKVVER IN JEM.

EVANZ, 2.

Dhe imperfekshonz ov aul alfabets, (dhe Hiebruh bei no mienz eksepted,) siem tu argew dhem not tu hav bien dhe prodoet ov divein skil, bot dhe resolt ov sætj a concærens ov aksident and gradenal impruhvment az aul heuman arts, and hwot wi canl invensjonz, ow dhair berth tu ; for sertenli dhe alfabets in eus behr no marks ov dhe regularity ov naiteur : dhe mohr wi consider dhe later, dhe mohr riezon wi sih tu admeir dhair beuty, jæst propohrsjonz, and consecwent fitnes tu anser dhair respectiv endz ; hwæraz dhe mohr wi ekzamin dhe former, dhe mohr defekts, seuperfleuitiz, and imperfekshonz ov aul keindz du wi discæver in dhem.

SEMIFONOTIPL

The imperfekshonz ov aul alfabets, (the Heebroo bei no meenz eksepted,) seem tu argen them not tu hav been the produkt ov divein skil, but the rezult ov such a konkurens ov aksident and gradenal improovment az aul heuman arts, and whot we kaul invensshonz, oa thair berth tu, for sertenli the alfabets in eus bair no marks ov the regulariti ov naiteur : the moar we konsider the later, the moar reezon we see tu admeir thair beuti, just propoarshonz, and konsekwent fitnes tu anser thair respectiv endz ; whairaz the moar we ekzamin the former, the moar defekts, seuperfleuitiz, and imperfekshonz ov aul keindz, doo we diskuver in them.

FONETIK, 1877.

De imperfekfonz ov ol alfabets, (de Hiebrun bj nē minz eksepted,) aim tu argu dem, not tu hav bin de prodskt ov Divjn skil, bst de rezlt ov ssg a konkrens ov aksident and gradual impruvment, az ol human arts, and whot wi kol invenfonz, & der bert tu : for sertenli, de alfabets in us, ber nē marks ov de regulariti ov de wërks ov netur : de mör wi konsider de later, de mör rizon wi ai tu admjr der buti, jst properfonz, and konsekwent fitnes tu anser der respectiv endz : wheraz, de mör wi ekzamin de former, de mör defekts, superfluitiz, and imperfekfonz ov ol kjndz, du wi diskvver in dem.

MAX MÜLLER

ON

SPELLING.

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for April, 1876.



LONDON:
F. PITMAN 20 PATERNOSTER ROW.

BATH:
ISAAC PITMAN, PHONETIC INSTITUTE, KINGSTON BUILDINGS.
1873.

In the following pages the phonetic principle of spelling is introduced gradually. Three pages are given in the current orthography, and a style of spelling is then adopted which may be termed "Semiphonotypy." Here every consonant represents a fixed sound. Words which contain *g* sounded like *j*, are printed with *j*, as *ginger* = *jinjer*. *C*, *q*, and *x* are discarded as useless, and their places are supplied by *k* and *s*; thus, *k* is used for *c* in *cat*, *antic* = *kat*, *antik*; *s* takes the place of *c* in such words as *cent*, *vite* = *sent*, *sité*; *qu* is replaced by *kw*, as *queen* = *kween*, and *x* is represented by *ks* or *kz*, as *box*, *exist* = *boks*, *ekzist*. The vowel representation is reduced to some kind of order by limiting the expression of a long vowel to three modes; thus, the sound of *o* appears under one of these forms, *no*, *boat*, *bore*. At present this vowel is represented in thirteen ways, as in the following words, *so*, *bore*, *boat*, *foe*, *yeoman*, *mould*, *low*, *sew*, *hanteur*, *beau*, *owe*, *door*, *Oh*! The long sound of *ee* is represented by simple *e*, as in *me*, or by *ee*, as in *meet*, or by *e* with a final *e*, as in *mete*, and in no other way. There are in the common spelling twenty ways of representing this sound; thus, *he*, *Cæsar*, *meal*, *heave*, *Beauchamp* (Beecham), *league*, *intrigue*, *meet*, *replete*, *alcove*, *receive*, *conceit*, *people*, *key*, *fætus*, *machine*, *invalid*, *grief*, *grieve*, *quay*, *mosquito*, *Caius* College (Keez Kolej). Pages 6, 7 are printed on this plan. The reader is then led on by degrees to the use of the new letters that have been added to the alphabet to make it commensurate with the wants of the language. They are introduced by stages, each stage occupying two pages. First, the introduction of "ʃ, ɖ," pages 8, 9, is to be considered a restoration of ancient usage rather than an innovation. Before the printing era, our alphabet contained "ʒ" for the breath sound of *th* in *thin*, and "þ" for the vocal sound of *th* in *then*. As contractions, þ' þ' were used for *the*, *that*, etc. These two letters not being adopted by Caxton and the printers that followed him, "y" was substituted for "þ" when it was necessary to reproduce the old spelling; thus, *y'* = *the*, *y'* = *that*. The forms "ʒ, þ" not harmonizing with the Roman letters, "ʃ, ɖ" have been adopted. In the second stage of Phonotypy, pages 10, 11, "ç, ʒ, ʒ, ɖ" are introduced as the representatives of *ch*, *sh*, *sh*, *ng*, in the words *chop*, *fetch*; *short*, *fish*; *measure*, *vision*; *sing*, *long*, printed phonetically çop, feç; fort, fiç; meçur, viçon; siç, loç. In the next stage, pages 12, 13, the short vowel "ɜ" is introduced, to mark a distinction of sound heard in *but* and *put*, *butler* and *butcher* = *bst*, *put*, *bstler*, *buger*; and lastly, on pp. 14, 15, the six long vowels and two diphthongs, — *a*, *e*, *i*, *o*, *u*, *y*, *ɔ*, *u*, are used for the sounds in *arms*, *may*, *field*, *fall*, *coat*, *mood*, *find*, *tune*; silent letters are dropped, and every vowel and consonant is confined to the representation of one sound. (See Phonetic Alphabet, p. 16.)

ON SPELLING.

The remarks which I venture to offer in these pages on the corrupt state of the present spelling of English, and on the advantages and disadvantages connected with a reform of English orthography, were written in fulfilment of a promise of very long standing. Ever since the publication of the Second Volume of my "Lectures on the Science of Language" in 1863, where I had expressed my sincere admiration for the courage and perseverance with which Mr Isaac Pitman and some of his friends, (particularly Mr A. J. Ellis, for six years his most active associate,) had fought the battle of a reform in English spelling, Mr Pitman had been requesting me to state more explicitly than I had done in my "Lectures" my general approval of his life-long endeavors. He wished more particularly that I should explain why I, though by profession an etymologist, was not frightened by the spectre of phonetic spelling, while such high authorities as Archbishop Trench and Dean Alford had declared that phonetic spelling would necessarily destroy the historical and etymological character of the English language.

If I ask myself why I put off the fulfilment of my promise from year to year, the principal reason I find is, that really I had nothing more to say than what, though in few words, I had said before. Everything that can be said on this subject has been said and well said, not only by Mr Pitman, but by a host of writers and lecturers, among whom I might mention Mr Alexander J. Ellis, Dr Latham, Professors Haldeman, Whitney, and Hadley, Mr Withers, Mr E. Jones, Dr J. H. Gladstone, and many others. The whole matter is no longer a matter for argument; and the older I grow, the more I feel convinced that nothing vexes

people so much, and hardens them in their unbelief and in their dogged resistance to reforms, as undeniable facts and unanswerable arguments. Reforms are carried by Time, and what generally prevails in the end, are not logical deductions, but some haphazard and frequently irrational motives. I do not say, therefore, with Dean Swift, that "there is a degree of corruption wherein some nations, as bad as the world is, will proceed to an amendment; till which time particular men should be quiet." On the contrary, I feel convinced that practical reformers, like Mr Pitman, should never slumber nor sleep. They should keep their grievances before the public in season and out of season. They should have their lamps burning, to be ready whenever the right time comes. They should repeat the same thing over and over again, undismayed by indifference, ridicule, contempt, and all the other weapons which the lazy world knows so well how to employ against those who venture to disturb its peace. I myself, however, am not a practical reformer; least of all in a matter which concerns Englishmen only—namely, the spelling of the English language. I should much rather, therefore, have left the fight to others, content with being merely a looker on. But when I was on the point of leaving England my conscience smote me. Though I had not actually given a pledge, I remembered how, again and again, I had said to Mr Pitman that I would much rather keep than make a promise; and though overwhelmed with other work at the time, I felt that before my departure I ought, if possible, to satisfy Mr Pitman's demands. The article was written; and though my own plans have since been changed, and I remain at Oxford, it may as well be published in discharge of a debt which has been for some time heavy on my conscience.

What I wish most strongly to impress on my readers is that I do not write as an advocate. I am not an agitator for phonetic reform in England. My interest in the matter is, and always has been, purely theoretical and scien-

tific. Spelling and the reform of spelling are problems which concern every student of the science of language. It does not matter whether the language be English, German, or Dutch. In every written language the problem of reforming its antiquated spelling must sooner or later arise; and we must form some clear notion whether anything can be done to remove or alleviate a complaint inherent in the very life of language. If my friends tell me that the idea of a reform of spelling is entirely Quixotic, that it is a mere waste of time to try to influence a whole nation to surrender its historical orthography and to write phonetically, I bow to their superior wisdom as men of the world. But as I am not a man of the world, but rather an observer of the world, my interest in the subject, my convictions as to what is right and wrong, remain just the same. It is the duty of scholars and philosophers not to shrink from holding and expressing what men of the world call Quixotic opinions; for, if I read the history of the world rightly, the victory of reason over unreason, and the whole progress of our race, have generally been achieved by such fools as ourselves "rushing in where angels fear to tread," till after a time the track becomes beaten, and even angels are no longer afraid. I hold, and have confessed, much more Quixotic theories on language than this belief,—that what has been done before by Spaniards and Dutchmen—what is at this very moment being done by Germans, namely, to reform their corrupt spelling—may be achieved even by Englishmen and Americans.

I have expressed my belief that the time will come when not only the various alphabets and systems of spelling, but many of the languages themselves which are now spoken in Europe, to say nothing of the rest of the world, will have to be improved away from the face of the earth and abolished. Knowing that nothing rouses the ire of a Welshman or a Gael so much as to assert the expediency, nay, necessity, of suppressing the teaching of their languages at school, it *seems madness* to hint that it would be a blessing to every

child born in Holand, in Portugal, or in Denmark—nay, in Sweden and even in Russia—if, insted ov larning a langwaje which iz for life a barier between them and the rest ov mankind, thay wer at wuns tu lern wun ov the grate historikal langwajez which konfer intelektual and soshal feloship with the hole wurd. If, az a first step in the rite direkshon, foar langwajez oanli, nameli, Inglish, French, Jerman, Italian, (or posibli Spanish,) wer taut at skool, the saving ov time—and whot iz more preshus than time?—wud be infinitli grater than whot haz been efekted by railwayz and telegrafs. But I nó that no name in eni ov the doomd langwajez wud be too strong tu stigmatize such foli. We shud be told that a Japaneze oanli kud konseve such an idea; that for a peepel deliberateli tu giv up its langwaje woz a thing never herd ov before; that a nashon wud sees tu be a nashon if it chanjed its langwaje; that it wud, in fakt, komit “the hapi dispach,” *à la Japonaze*. Aul this may be troo, but I hold that langwaje iz ment az an instrument ov komunikashon, and that in the strugel for life, the most efishent instrument ov komunikashon must sertenli kari the day, az long az natural selekshon, or, az we formerli kauld it, rezon, roolz the wurd.

The foloing figurez may be ov use for forming an opinion az tu the fates ov the grate langwajez ov Urope:—⁽¹⁾

Portugeze iz spoken in			
Portugal, by	3,980,000	—	13,980,000
Brazil, by ...	10,000,000	—	27,524,238
Italian, by ...	...	...	...
French, in Frans, Belgium, Swit-			
zerland, ets., by ...	...	...	40,188,000
Spanish, in Spain by ...	16,301,000	—	43,708,082
in South Amerika by	27,408,082	—	51,370,000
Rushian, by ...	...	...	55,789,000
Jerman, by ...	...	...	...
Inglish, in			
Urope, by ...	31,000,000		
Amerika, by ...	45,000,000		
Australia, ets., by	2,000,000		
the Koloniz, by ...	1,050,000		79,050,000

¹ See W. E. A. Akson's "The Future ov the Inglish Langwaje," *the Almanach de Gotha*, & De Candolle's *Histoire des Sciences*, 1873.

Akording tu De Kandol, the populashon dubelz in

England in ... 56 years	Spain in ... 112 years
Amerika, among the Jer-	South Amerika in 27½ "
man rases, in ... 25 "	Jermani in ... 100 "
Itali in ... 185 "	Frans in ... 140 "
Rushia in ... 100 "	

Therefore, in 200 yearz (barring aksidents)

Italian wil be spoken by	53,370,000
French " "	72,571,000
Jerman " "	157,480,000
Spanish, in	
Urope, bj	36,938,338
South Amerika, by	468,347,904 — 505,286,242
English wil be spoken in	
Urope by	178,846,153
United States and British	
dependensiz, by	1,658,440,000 — 1,837,286,153

But I shal say no more on this, for az it iz, I nó I shal never heer the end ov it, and shal go doun tu posteriti, if for nuthing els, at leest for this the most suisidal foli in a student ov langwajez; a foli komparabel oanli tu thát ov Leibnits, hoo aktuali konseevd the posibiliti ov wun universal langwaje.

Tu return, however, tu the problem tu the solushon ov which Mr Pitman haz devoted the hole ov hiz aktiv life, let me say agen that my interest in it iz pureli filolojikal; or, if yoo like, historikal. The problem which haz tu be solvd in England and the United States ov Amerika iz not a new wun, nor an isolated wun. It okurz agen and agen in the histori ov langwaje; in fakt, it must okur. When langwajez ar redusert tu riting, thay ar at ferst riten fonetikal, tho aulwayz in a veri ruf and redi maner. Wun dialekt, that ov the dominant, the literari, or preestli klas, iz jenerali selekted; and the speling, wuns adopted, bekumz in a veri short time tradishonal and autoritativ. Whot tuk ples thouzandz ov yearz ago, we kan see taking plase, if we like, at the prezent moment. A mishonari from the iland ov Mangaia, the Rev. W. Gil, ferst introduset the art ov riting among hiz konverts. He lernd thair langwaje, at leest wun dialekt ov it, he translated part ov the Bibel

into it, and adopted, of necessity, a phonetic spelling. That dialect is gradually becoming the recognised literary language of the whole island, and his spelling is taught at school. Other dialects, however, continue to be spoken, and they may in time influence the literary dialect. For the present, however, the missionary dialect, as it is called by the natives themselves, and the missionary spelling, rule supreme, and it will be some time before a spelling reform is wanted out there.

Among the more ancient nations of Europe, not only does the pronunciation of a language maintain its inherent dialektik variety, and fluctuate through the prevalence of provincial speakers, but the whole body of a language changes, while yet the spelling, once adopted in public documents, and taught to children, remains for a long time the same. In early times, when literature was in its infancy, when copies of books could easily be counted, and when the *norma scribendi* was in the hands of a few persons, the difficulty of adapting the writing to the ever varying pronunciation of a language was comparatively small. We see it when we compare the Latin of early Roman inscriptions with the Latin of Cicero. We know from Cicero himself that when he settled among the patricians of Rome, he had on some small points to change both his pronunciation and his spelling of Latin. The reform of spelling was a favorite subject with Roman scholars, and even emperors were not too proud to dabble in inventing new letters and diacritical signs. The difficulty, however, never assumed serious proportions. The small minority of people who were able to read and write, pleased themselves as best they could; and, by timely concessions, prevented a complete estrangement between the written and the spoken language.

Then came the time when Latin ceased to be Latin, and the vulgar dialects, such as Italian, French, and Spanish, took its place. At that time the spelling was again phonetic, though here and there tinged by reminiscences of Latin spelling. There was much variety, but considering how limited

the literary intercourse must have been between different parts of France, Spain, or Italy, it is surprising that on the whole there should have been so much uniformity in the spelling of these modern dialects. A certain local and individual freedom of spelling, however, was retained; and we can easily detect in mediæval MSS. the spelling of literate and illiterate writers,—the hand of the learned cleric, the professional clerk, and the layman.

The great event which forms a decisive epoch in the history of spelling, is the introduction of printing. With printed books, and particularly with printed bibles, scattered over the country, the spelling of words became rigid, and universally binding. Some languages, such as Italian, were more fortunate than others in having a more rational system of spelling to start with. Some, again, like German, were able to make timely concessions, while others, such as Spanish, Dutch, and French, had Academies to help them at critical periods of their history. The most unfortunate in all these respects was English. It started with a Latin alphabet, the pronunciation of which was unsettled, and which had to be applied to a Teutonic language. After this first phonetic compromise it had to pass through a confused system of spelling, half Saxon, half Norman; half phonetic, half traditional. The history of the spelling, and even of the pronunciation, of English, in its passage from Anglo-Saxon to middle and modern English, has lately been studied with great success by Mr Ellis and Mr Sweet. I must refer to their books "On Early English Pronunciation," and "On the History of English Sounds," which contain a wealth of illustration, almost bewildering. And even after English reaches the period of printing, the confusion is by no means terminated; on the contrary, for a time it is greater than ever. How this came to pass has been well illustrated by Mr Marsh in his excellent "Lectures on the English Language," p. 687. *seq.*⁽¹⁾ What we now

¹ The pronoun *it* was spelled in eight different ways by Tyndale, *duis, hyt, hytt, hit, hitt, it, itt, yt, ytt*. Another author spelled *tongue*

call de establised system of Englis orthography may, in de main, be traced back to Johnson's Dicsonary, and to de still more caprisous sway exercised by large printin-offices and publifers. It is true dat de evil of printin carried to a certain extent its own remedy. If de spelling became ungangeable, de language itself, too, was, by means of a printed literature, gecked considerably in its natural growf and its dialectic variety. Neverdeless Englis has ganged since de invenfon of printin; Englis is gangin, dough by imperceptible degrees, even now; and if we compare Englis as spoken wid Englis as writen [spelled], dey seem almost like two different languages; as different as Latin is from Italian.

Dis, no doubt, is a nasonal misfortune, but it is inevitable. Little as we perceive it, language is, and always must be, in a state offermentafon; and wheder widin hundreds or widin tousands of years, all living languages must be prepared to encounter de difficulty whiq in Eggländ stares us in de face at present. "What fall we do?" ask our friends. "Here is our whole nasonal literature," dey say; "our libraries actually burstin⁽¹⁾ wid books and newspapers. Are all dese to be frown away? Are all valuable books to be reprinted? Are we ourselves to unlearn what we have learned wid so muq trouble, and what we have taught to our gildren wid greater trouble still? Are we to sacrifice all dat is historical in our language, and sink down to de low level of de *Fonetik Nuz*?" I could go on multiplyin dese questions till even dose men of de world who now have only a frug of de foulder for de reformers of

in de followin ways: *tung, tong, tunge, tonge, tounge*. De word *head* was variously spelled *hed, heede, hede, hefode*. De spellins *obay, survey, pray, vail, vain*, are often used for *obey, survey, prey, veil, vein*.

1. Dis is not a mere figure of speeq. He oder day, at Oxford, Max Müller directed my attenfon to de strog iron plates outside de walls of de Bodleian library, extendin from de roof to de ground, and held togeder by iron bars widin de building, to keep de walls from burstin outwards wid de weight of books lodged in de building.—*Editor of "Phonetic Journal."*

spelling should say, "We had no idea how strong our position really is."

But with all that, the problem remains unsolved. What are people to do when language and pronunciation change, while their spelling is declared to be unchangeable? It is, I believe, hardly necessary that I should prove how corrupt, effete, and utterly irrational the present system of spelling is, for no one seems inclined to deny all that. I shall only quote, therefore, the judgment of one man, the late Bishop Hurlwall, a man who never used exaggerated language. "I look," he says, "upon the established system, if an accidental custom may be so called, as a mass of anomalies, the growth of ignorance and chance, equally repugnant to good taste and to common sense. But I am aware that the public cling to these anomalies with a tenacity proportioned to their absurdity, and are jealous of all encroachment on ground consecrated to the free play of blind caprice."

It may be useful, however, to quote the testimonials of practical men in order to show that this system of spelling has really become one of the greatest national misfortunes, swallowing up millions of money every year, and blighting all attempts at national education. Mr Edward Jones, a schoolmaster of great experience, having been the superintendence of the Hibernian Schools, Liverpool, wrote in the year 1868:—

"The Government has for the last twenty years taken education under its care. They divided the subjects of instruction into six grades. The highest point that was attempted in the Government schools was that a pupil should be able to read with tolerable ease and express a passage from a newspaper, and to spell the same with a tolerable amount of accuracy."

Let us look at the results as they appear in the report of the Committee of Council on Education for 1870-71:—

Schools or Departments under separate head teachers in					
England and Wales inspected during the year					
31st August, 1870	...	...	...	...	15,287

Certificated, assistant, and pupil teachers employed in		
dese schools	28,033	
Scholars in daily average attendance throughout de year	1,168,981	
Scholars present on de day of inspecjon	1,473,883	
Scholars presented for examinajon:—		
Under ten years of age	473,444	
Over ten years of age	292,144	
		765,588
Scholars presented for Standard VI.:—		
Under ten years of age	227	
Over ten years of age	32,953	33,180
Scholars who passed in Standard VI.:—		
1. Reading a fort paragraph from a newspaper	30,985	
2. Writin de same from dictajon	27,989	
3. Aridmetic	22,839	

Harefore, less dan one scholar for eaq teager, and less dan two scholars for eaq school inspected, reaged Standard VI.

In 1873 de state of tings, accordin to de offial retrrns of de Educajon Department was mæq de same. First of all, dere ought tu have been at school 4,600,000 gildren between de ages of tree and ferteen. De number of gildren on de register of inspected schools was 2,218,598. Out ov dat namber, about 200,000 leave school annually, deir educajon being supposed tu bi finised. Out of dese 200,000, ninety per cent. leave widout reagin de 6t Standard, eighty per cent. widout reagin de 5t, and sixty per cent. widout reagin de 4t Standard.

De report for 1874-75 fows an increase of gildren on de books, bst de proporjon of gildren passin in de various standards is sæbstanfali de same. (See "Popular Educajon," by E. Jones, B.A., an ex-schoolmaster, 1875.) It is calculated dat for sæq rezæts az dese de cæntry, wheder by taxajon or by volæntari contribujonz, pays annually nearly £3,500,000.

Accordin tu de same auctoriti, Mr E. Jones, it now takes from six tu seven years tu learn de arts of reading and spelling wid a fair degree of intelligence—dat is, about 2,000 hours; and to many minds de difficulties of ortograhy are insærmountable. De bæk ov de gildren pass trough de Gævernment schools widout havin acquired de *ability tu read wid ease* and intelligence.

"An average gild," says another schoolmaster, "beginning school at seven, ought to be able to read the New Testament fluently at eleven or twelve years of age, and at fourteen or fourteen ought to be able to read a good leading article with ease and expression." That is, with seven hours a week for forty weeks for five years, a gild requires 1,400 hours' work to be able to read the New Testament.

After a careful examination of young men and women from fourteen to twenty years of age in the factories of Birmingham, it was proved that only four-and-a-half per cent. were able to read a simple sentence from an ordinary school-book with intelligence and accuracy.

This applies to the lower classes. But with regard to the higher classes the case seems almost worse; for Dr Morel, in his "Manual of Spelling" asserts that out of 1,972, failures in the Civil Service examinations, 1,866 candidates were plucked for spelling.

So much for the pupils. Among the teachers themselves it was found in America that out of one hundred common words, the best speller among the eighty or ninety teachers examined failed in one, some prize takers failed in four or five, and some others missed over forty. The Deputy State Superintendent declared that on an average the teachers of the State would fail in spelling to the extent of 25 per cent.

What, however, is even more serious than all this is, not the great waste of time in learning to read, and the almost complete failure in national education, but the actual mischief done by subjecting young minds to the illogical and tedious drudgery of learning to read English as spelled at present. Everything they have to learn in reading (or pronunciation) and spelling is irrational; one rule contradicts the other, and each statement has to be accepted simply on authority, and with a complete disregard of all those rational instincts which lie dormant in the child, and ought to be awakened by every kind of healthy exercise.

I know there are persons who can defend anything, and who

held dat it iz du tu dis veri disiplin dat de Ingglif karakter iz whot it iz : dat it retsenz respekt for utoriti : dat it dsz not rekwir a rizon for everidig ; and dat it dsz not admit dat whot iz inkonsivabel iz derfor imposibel. Iven Ingglif ortodoksi haz bin trest bak tu dat hiden sers, beköz a qild akstomd' tu beliv dat t h o u g h , iz *de*, and dat t h r o u g h , iz *öru*, wud afterwardz beliv enidig. It me bi sē ; stil i dout wheder iven sēg objekts wud jstisif sēg minz. Lord Liton sez, "A mēr lijig, round-about, pzel-heded deluzon dan dat bi whig wi konfuz de klir instigkts ov truif in our akrsed sistem ov spelig woz never konkoked bi de fsder ov folsrud. . . . Hou kan a sistem ov edukefon flærif dat beginz bi sē monstres a folsrud, whig de sēns ov hirig sēfizez tu kontradikt ?"

Hæ it me sim a wærk ov supererogefon tu brig forward fakts in sēpört ov de jeneral kondemnefon past on Ingglif spelig, a fu ekstrakts from a pamflet bi Mr Mikeljón (Meiklejohn), let Asistant-Komifoner ov Endoud Skulwz Komifon for Skotland, me hir find a ples.

"Hæ ar fertin diferent wez ov reprezentig de sound ov loy v : — *note, boat, toe, yeoman, soul, row, sew, hautboy, beau, owe, floor, oh ! O !* "

And agen, (p. 16).

"Double-you-aitch-eye-see-aitch	is	<i>which</i>
Tea-are-you-tea-aitch	"	<i>truth</i>
Bee-o-you-gee-aitch	"	<i>bough</i>
See-are-eh-bee	"	<i>crab</i>
Bee-ee-eh-see-aitch	"	<i>beach</i>
Oh-you-gee-aitch-tee	"	<i>ought</i>
Oh-enn-see-ee	"	<i>once.</i>

"Or, tu sēm sp de hæl indjment agenst de kælprit : 1. Out ov de twenti-siks leterz, ønli et ar tru, fikst, and permanent kwolitiz—dat iz, ar tru bōt tu i and ir. 2. Hæ ar ferti-et distingkt soundz in our spoken laggewj ; and der ar about 400 distingkt simbolz (simpel and kom-pound) tu reprezent diz ferti-et soundz. In sder wærdz, der ar 400 servants tu du de wærk ov ferti-et. 3. Ov de *twenti* siks leterz, fiftin hav akwird a habit ov hidið dem-*selvz*. *De ar riten* and printed ; bst de ir haz nō akount

ov ðem; sɛg ar *w* in *wrong*, and *gh* in *right*. 4. ðe vowel soundz ar printed in meni diferent wɛz; a loŋ ɔ for ekzampel haz ɛrtin printed simbolz tu reprezent it. 5. ɛrtin vowel soundz hav 190 printed simbolz ataŋt tu ðer servis. 6. ðe singel vowel *e* haz fɪv diferent fɛŋkʃonz; it ɔtɔnli tu hav wɛn. 7. ðer ar at list 1,300 wɔrdz in whiq ðe simbol and ðe sound ar at verians—in whiq ðe wɔrd iz not sounded az it iz printed. 8. Ov ðiz 1,300, 800 ar monosilabelz—ðe komonest wɔrdz, and sɛpɔzd tu bi izier for gildren. 9. ðe hɔl lagŋwej ov kɛntri gildren liʒ widin ðiz wɔrdz; and meni agrikɛltʃrəl leborɛz ɡɔ from ðe kredel tu ðe grɛv wið a stok ov nɔ mɔr ðan 500 wɔrdz.(1)

ðe kwestion, ðen, ðat wil hav tu bi anserd sunner or leter iz ðis :—Kan ðis ʒnsistematik sistem ov spelinq Ingliʃ bi aloud tu ɡɔ on for ever? Iz everi Ingliʃ ɡɪld, az kompɔrd wið ʒðer gildren, tu bi mɛlkted in tʃu or ʃri jɪrz ov hiz liʃ in order tu lɛrn it? Ar ðe lɔər klasez tu ɡɔ ʃru skul wiðout lɛrninq tu rid and rɪt ðer ɔn lagŋwej inteliʒntli? And iz ðe kɛntri tu pɛ milioŋz everi jɪr for ðis ʃter felur ɔv naʃonal edukeʃon? ɪ du not beliv ðat sɛg a stat ov ʃiqz wil bi aloud tu kontinʃ for ever, partikʃlari az a remedi iz at hand—a remedi ðat haz nou bin tested for twenti or ɛrti jɪrz, and ðat haz anserd ekstrimli wel. ɪ min Mr Pitman'z sistem ov fɔnetik rɪtiŋ, az aplɪd tu Ingliʃ. ɪ ʃal not enter hir intu eni minʃt diskʃon ov fɔnetiks, or ri-ɔpen ðe kontroversi whiq haz arizen betwin ðe advokets ov diferent sistemz ov fɔnetik rɪtiŋ. Ov kɔrs, ðer ar diferent deŋriz ov ekeɛlens in diferent sistemz ov

1. ðe ʃigʃɪz in ðis paraŋraf ðat refer tu ðe nʃmber ov distiŋkt sounds in ɔr spɔkən lagŋwej, tu ðe veriʃs soundz whiq leterz ber, and tu ðe veriʃs wɛz in whiq soundz ar reprezented, in ðe komon ɔrtoŋrafi, hav bin kɔrekted bi ðe tabel given on pejɛz 16, 17 ov “ðe ɛkʃtʃur ov ðe Ingliʃ Lagŋwej, an Argument for a Speliŋ Reform,” bi William E. A. Akson, M.R.S.L., F.S.S., Pitman, Baʃ and Lɛndon, 24 pejɛz, priʒ 1d., 6d. pɛr dʒɛn. ðe keʒ az ðis presented, whiq ðe rider me veriʃ for himself, iz mɛʒ stronger ðan it iz presented bi Mr Mikelʒon, eksept in wɛn partikʃlɛr, whɛr, from ʒm klerikal eror, *e* iz sed tu hav twenti diferent fɛŋkʃonz. It haz bɛt ʃɪv, nemli, az in (me, sergeant, pretty, bet, have) prɛnɔunst

i a i e mʃt.—Editor ov Rɛn. Jɛr.

fonetik spelig; bst iven de wærst ov diz sistemz iz infinitli supirior tu de tradifional spelig.

Æ giv Mr Pitman's alfabet, whiq komprehendz de tertiet brød tipikal soundz ov de Ingliſ langweĳ, and asĳnz tu iq a definit sĳn. Wid diz tertiet sĳnz, Ingliſ kan bi riten raſonali and red izili; and, whot iz mœst important, it haz bin pruvd bj an eksperiens ov meni yirz, bj numers psblikeſonz, and bj praktikal eksperiments in tiĳiĳ bœt ĳildren and adslts, dat sĳq a sistem az Mr Pitman's iz perfektli praktikal.

THE PHONETIC ALPHABET.

The phonetic letters in the first column are pronounced like the italic letters in the words that follow. The last column gives the names of the phonetic letters.

CONSONANTS.

Mutes.

P	p...rope, post.....pea
B	b...robe, boast.....bee
T	t...fate, tip.....tea
D	d...fade, dip.....dee
Ç	ç...larch, chump...chay
J	j...large, jump.....jay
K	k...leek, cane.....kay
G	g...league, gain....gay

Continuants.

F	f...safe, fat.....ef
V	v...save, vat.....vee
H	h...wreath, thigh...ith
Æ	æ...wreathe, thy...thee
S	s...hiss, seal.....ess
Z	z...his, zeal.....zee
Š	š...vicious, she.....ish
Ž	ž...vision, pleasure zhee

Nasals.

M	m...seem, met.....em
N	n...seen, net.....en
Ŵ	ŵ...sing, long.....ing

DIPHTHONGS: F ĳ,
 as heard in by,

Liquids.

L	l...fall, light.....el
R	r...more, right.....ar

Coalescents.

W	w...wet, quit.....way
Y	y...yet, young.....yea

Aspirate.

H	h...hay, house.....aitch
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VOWELS.

Guttural.

A	a...am, fast, far.....at
Æ	æ...alms, father.....ah
E	e...ell, head, any.....et
Æ	æ...ale, air, bear.....eh
I	i...ill, pity, filial.....it
U	u...eel, eat, mere.....ee

Labial.

O	o...on, not, nor.....ot
Ō	ō...all, law, ought...aw
Ū	ū...up, son, journal...ut
Ō	ō...ope, coat, pour...oh
U	u...ull, foot.....ūt
U	u...do, food, tour....ōō

Ū ū, OU ou, OI oi.
new, now, boy.

[De foløig spesimen ov fœnetik printing woz given in de *Fortnijli Revy*, for whiq, az wel az for de Fœnetik Alfabet, Mr Pitman sæpljð de tips.]

“Ov let yirz [1863] de hoi sobjekt ov Fonetiks haz bin teken sp wid inkrist ardor bi sientifik men, and asolts hav bin med [spon de komon “efit and korsept speliz”] bi tri diferent armiz, filolojists, fiziolojists and mafematikanz.

“Æt not not tu ømit hir tu menjon de valqabel servisez renderd bi ðez hu, for nirli twenti yirz, hav bin leboriŋ in Igglanđ tu tsrn ðe rezalts ov sientifisk reserç tu praktikal qs, in ðeviziŋ and propaŋetiŋ a nq sistem ov “Brif Ritiŋ and tru Speliŋ,” best nøn znder ðe nem ov ðe *Fonetik Reform*. Æ am far from znderretiŋ ðe difskøltiz ðat stand in ðe ws ov sçq a reform, and i am not sç aqgwin az tu indslj in eni heps ov siŋ it karid for ðe nekt fri or fçr jenereŋonz. Bst i fil konvinst ov ðe truŋ and rizonabelnes ov ðe prinsipelz on whiq ðæt reform rests, and az ðe innet regard for truŋ and rizon, houeever dormant or timid at tijnz, haz olwez pruvd irrezistibel in ðe end, enebliŋ men tu part wiđ ol ðe hoid mœst ðir and sekred, wheder korn lœz, or Sturt dijnastiz, or pepal legets, or hiden iđolz, i dout not ðat ðe efrit and kørpt ortografi wil folœ in ðer tsrn. Nesonz hav beŋer nou çenjd ðer numerikal figuřz, ðer leterz, ðer kronoloji, ðer wets and mezuřz; and ðe Mr Pitman mœ not liv tu si ðe rezalts ov hiz perseveriŋ and disinterested ekzerŋonz, it rekwiřz nœ profetik pouer tu persiv ðat whot at prezenti iz pu-puđ bi ðe meni; wil mek its ws in ðe end, soles met bi argu-ments strongger ðan ðez hidertu levelđ at ðe *Fonetik Nyz*. Wœn argument whiq mjt bi sçpœđ tu ws wiđ ðe stuđent ov langweŋ, nemli, ðe obskureŋon ov ðe etimolojiķal strøk-tuř ov wœrđz, i kanot konsider veri formidabel. ðe prœ-nœnsiŋon ov langweŋez çenjez akordiŋ tu fikst lœz, ðe speliŋ iz çenjd in ðe mœst arbitrari maner, sç ðat if our speliŋ folœð ðe prœnœnsiŋon ov wœrđz, it wuđ in rialiti bi a greter help tu ðe kritikal stuđent ov langweŋ ðan ðe prezenti znserten and znsientifisk mœð ov ritiŋ.—Mak

Myler's Sekond Siriz ov "Lekturz on de Sjens ov Lay-gwej," deliverd at de Koial Institusjon, Londen, 1863."

Nou j ask eni intelijent rider hu döz not figk dat everifing nu and strenj iz, *ipso facto*, ridikulss and abszrd, wheder, after a fu dez' praktis, hi or si wud not rid and rijt Ingglif, akordig tu Mr Pitman's sistem, wid perfekt iz? Ov kers it teks mör dan fiv minits tu master it, and mör dan fiv minits tu form an opinioin ov its merits. Bst admitig iven dat pipel ov a serten ej sud find dis nu alfabet tröbelssm, wi mst not forget dat nör reform kan bi karid widout a jenerefon or tüü ov marterz; and whot tru reformerz hav tu figk ov iz not demselvz, bst döz hu ksm after dem—döz, in fakt, hu ar nou greig sp tu inherit hirafter, wheder de lik it or not, ol de gud and ol de ivil whig wi guz tu liv tu dem.

It mjt bi sed, however, dat Mr Pitman's sistem, biig entjri fenetik, iz tu radikal a reform, and dat meni and de wstst irregularitiz in Ingglif spelig kud bi remuud widout goig kwit so far. De prinsipel dat haf a lof iz beter dan nör bred iz not widout ssm truuf, and in meni kesez wi nö dat a polisi ov kompromiz haz bin prodsktiv ov veri gud rezslts. Bst, on de sder hand, dis hsf-harted polisi haz ofen retarded a rial and komplit reform ov ekzistig abusez; and in de kes ov a reform ov spelig, i ol-mst dout wheder de difikältiz inhrent in hsf mezurz ar not az gret az de difikältiz ov kariig a komplit reform. If de wörlid iz not redi for reform let ss wet. It simz far beter, and at ol events far mör onest, tu wat til it iz redi dan tu kari de relsktant wörlid wid u a litel we, and den tu find dat ol de impölsiv fers iz spent, and de greter part ov de abusez etablif on fermer ground dan ever.

Mr Jönz, hu reprezents de konsiliatori reformerz ov spelig, wud bi satisfid wid a moderet skim ov spelig reform, in whig, bi obzervig analoji and foloig presedent in alterig a komparativli smöl namber ov wördz, it wud bi *posibel* tu simplif ortografi tu a konsiderabel ekstent widout aplijg eni nu prinsipel, or introdusig nu leterz, and

yet tu redus de tîm and lebor in tîgîg ridîg and spelîg bî at list wæn-hæf. It mît at ol events bî posibel tu setel de spelîg ov ðez tû or tri þouzaud wærdz whîç at prezent ar spelt diferentli bî diferent aforitiz. Dis skim, advoketed bî Mr Jenz, iz sertenli veri klevær; and if it had a çans ov sækse, i mjself jud konsider it a grêt step in advans. Mj ænli dout iz wheder, in a kes lîk dis, a smol meçur ov reform wud bi karid mæz izili dan a komplît reform. It iz diferent in Jerman, wher de disiz haz not spred sô far. Hir de komiti apointed bî Gævernment tu konsider de kwestion ov a reform ov spelîg haz deklærd in fevor ov ssm sæç moderet prinsipelz az Mr Jenz advokets for Ingliþ. In Ingliþ, however, de difikælti lîz in çenjing enîgîg; and if de prinsipel ov eni çenj iz wæns admited, it wud riali bi izier, i beliv, tu begin *de novo* dan tu çenj sæmðîg, and liv de rest ænçenjd.

Let ss nou si hou Mr Pitman's or eni similar sistem ov fœnetik rîgîg haz wærkt wher it haz bin put tu de test.

Mr William Whît rîts:—"Æ spik from eksperiens. Æ hav tœt pur çildren in Glasgœ tu rid de Sermon on de Mount after a kœrs ov eksersizez ekstending œver nœ mœr dan siks ourz."

Æ folœig iz an ekstrakt from a leter riten ssm tîm agœ bî de let Mr William Kœlbœrn, manæjer ov de Dorset Bank at Stœrminster, tu a frend ov hiz, a skuulmaster. Hi sez:—

"Mj litel Sîdni, hu iz nou a fû mœnts mœr dan fœr yîrz œld wil rid eni fœnetik buk widout de slîtest hezitefœn; de hardest nemz or de longest wærdz in de Old or Nû Testament form nœ obstakel tu him. And hou log du u fîgk it tuk mi—for i am hiz tîçer—tu impart tu him dis pœuer? Whî sæmðîg les dan et ourz! U me beliv it or not az u lîk, bœt i am konfident ðat not mœr dan ðæt amount ov tîm woz spent on him, and ðæt woz in snagez ov fîv minits at a tîm, whîl tî woz getîg redi. Æ nœ u wil bi inkljnd tu se, 'Ol ðæt iz veri wel, bœt whot iz de us ov ridîg fœnetik buks? hî iz stîl az far œf, and me bi

farder, from ridin romanik buks.' Bst in dis y ar mistaken. Tek anðder ekzampel. Hiz nekst elder brøðer, a boi ov siks yirz, haz had a fonetik edukefon sɔ far. Whot iz de konsekwens? Whj, ridin in de ferst stej woz sɔ deljtful and izi a ðin tu him, dat hi tot himself tu rid romanikali, and it wud bi a diſkɔlt mater tu find wɔn boi in twenti, ov a korespondin ej, dat kud rid hɔf sɔ wel az hi kan in eni buk. Agen, mɔj ɔldest boi haz riten mɔr fonetik forthand and loɣhand, perhaps, dan eni boi ov hiz ej (eleven yirz) in de kinðom; and nɔwɔn i dersɔ haz had les tu dm wið dæt absɔrditi ov absɔrditiz, de spelin-buk! Hi iz nou at a ferst-rest skul in Wiltſer, and in de hɔf-yir presidinð Kristmas, hi karid of de prɔz for ɔrtografi in a kontest wið boiz sɔm ov ðem hiz sinior bi yirz!"

Bi de adopſon ov de fonetik alfabet, de diſkɔltiz dat li in de wɔ ov forenerz lerninð Inðliſ, ɔlɔ wud bi dɔn awɔ wið. ðe Rev. Numan Hɔl rijs, "Æ met wið a Deniſ jentelman de ɔðer de hu hɔli prɔzd de Inðliſ fɔnotipik Nj Testament. It had bin ov gret ɔs tu him, and *enbeld him tu rid [buks in de komon spelin] wiðout an instrkter*, remuvinð de grettest obstakel in akwɔrinð Inðliſ, de monstrɔs anomaliz ov prɔnɔnsisjeſon." Ekzampelz lið diz gɔ a loɣ wɔ.

Mr A. J. Elis, dan huu nɔ wɔn haz lebord mɔr de-vɔtedli for a reform ov spelin, az a ferst step in a reform ov naſonal edukefon, and hu haz himself elaborated several mɔst injinɔis sistemz ov fonetik riðin, givz ɔð de folɔin az de rezɔlts ov hiz praktikal eksperiens:—

"Wið de fonetik sistem ov spelin, de Primer iz masterd wiðin tri mɔnts, at mɔst. ðe gildren ðen prɔsid tu praktis dis fonetik ridin for sɔm tɔm, til de kan rid wið fluensi from de jeneral luk ov de wɔrd, and not from konsiderinð de pouerz ov its leterz. Tri mɔnts mɔr, at mɔst, ar re-kwɔrd for dis stej.

"When dis pouer ov fluent ridin in fonetik print iz akwɔrd, buks in de ordinari print, sɔted tu ðer kapasitiz, *ar tu bi put intu de gildren's handz*, and de ar tɔld tu rid

dem. Lg wærd whig ðe fel tu ges iz teld ðem immidietli; bæt it iz found ðat gildren ar mæstli ebel tu rid ðe ordinari print widout eni færdæ instrækfjon. ðe tîm nesesari for komplitiŋ ðis step me bi teken, at ðe loggest, az tû mænŋs, sœ ðat ðe hœl tîm ov lerniŋ tu rid in ðe ordinari print, on ðe Ridig Reform sistem, me bi rekond az fîv ourz a wik for et mænŋs. ðe hœl task haz, in meni kœsez, bin akomplift in les tîm, iven in ftri mænŋs. On ðe œder hand, in wœn skul wher it iz uŋd, eleven mænŋs ar okupîd, az ðe master fîndz it advantageŋs in œder respekts tu kip de pu-pil logger at fœnetik ridig. Bæt œnli wœn our a ðe iz rekwiŋd.” Mr Elis sœmz sp az folœz :

“ Kerful eksperiments in tigiŋ gildren ov verizs œjez and ragks, and iven pœperz and kriminal adœlts, hav establist—

“ 1. ðat pupilz me bi tot tu rid buks in fœnetik print, slœli bæt fœurli, in from ten tu forti ourz, and wil aten konsiderabel fluensi after a fû wiks’ praktis.

“ 2. ðat when ðe pupilz hav atend fluensi in ridig from fœnetik print, a veri fû ourz sœfîz tu giv ðem ðe sem fluensi in ridig ordinari print.

“ 3. ðat ðe hœl tîm nesesari for impartîŋ a nolej ov bœt fœnetik and ordinari ridig dœz not eksid et mænŋs for gildren ov averœj inteliŋens, betwin fœr and fîv yîrz ov œj, tot in klas, at skul, not mœr ðan hæf-an-our tu an our iŋ ðe; and ðat in ðis tîm an abiliti tu rid iz akwiŋd supirior tu dæt uŋuali atend in tû or ftri tîmz ðe pîriod on ðe œld plan; whil ðe prœnœnsiœfjon ov ðe pupil iz mœg imprœvd, hiz interest in hiz stœdi iz kept alîv, and a lojikal treniŋ ov enduriŋ valû iz given tu hiz mînd bi ðe habitual analis and sintesis ov spœken soundz.

“ 4. ðat dœz tot tu rid in ðis maner akwiŋ ðe art ov ordinari speliŋ mœr redili ðan dœz instrækted on ðe œld metod.”

Tu œl hu nœ Mr Alekzander J. Elis, ðis evidens wil bi sœfîent az tu ðe praktikal uŋfulnes ov ðe Fœnetik Sistem ov speliŋ. Tu dœz hu wiŋ for mœr evidens i re-

komend a pamflet bi Mr G. Widerz, "De Ingliš Langgewj speld az Pronounst," 1874: and wɛn bi Dr J. W. Martin, "De Gordian Nót kɛt," 1875, wher de wil find de konkrent testimoni ov praktikal tigerz in Ingland, Skotland, Ærland, and Amerika, ol agriing dát, bɛt az a praktikal and a lojikal trenig, de Fonetik sistem haz pruvd de grɛstest sɛkses.

Der remenz, ðerfɔr, dis wɛn objekson ɛnli, dát whot-
ever de praktikal, and whotever de fioretikal advantejez
ov de fonetik sistem mɛ bi, it wud sterli destroi de his-
torikal or etimolojikal karakter ov de Ingliš langgewj.

Sɛpɛz it did; whot den? De Reformesjon iz sɛpɛzd tu
hav destroid de historikal karakter ov de Ingliš Ɔsɔrg, and
dát sentimental grivans iz stil felt bi sɛm studeɛts ov
ekliziastikal antikwitiz. Bɛt did Ingland, did ol de riali
progresiv nesonz ov Ærɔp, alou dis sentimental grivans tu
outwe de praktikal and fioretikal advantejez ov Protestant
Reform? Langgewj iz not med for skolarz and etimolojists:
and if de hɛl res ov Ingliš etimolojists wer riali tu bi
swept awɛ bi de intrɔdɛksjon ov a Speliɛ Reform, i hɔp de
wud bi de ferst tu rejois in sakrifiziɛ ðemselvz in sɔ gud
a kɔz.

Bɛt iz it riali de kes dát de historikal kontinuiti ov de
Ingliš langgewj wud bi brɔken bi de adopson ov fonetik
speliɛ, and dát de prɛfesjon ov de etimolojist wud bi gon
for ever? ðɛ sɛ, Nɔ, mɛst emfatikali, tu bɛt propozisonz.
If de sjens ov langgewj haz pruvd enifiɛ, it haz pruvd
dát ol langgewjez ɛɛɛj akordiɛ tu lɔ, and wid konsiderabel
uniformiti. If ðerfɔr, de riɛtig folɔd, *pari passu*, on de
ɛɛɛjez in prɔnɔnsisjon, whot iz kɔld de etimolojikal kon-
fɛsɛs ov de spikerz and ðe riderz—i spik, ov kɔrs, ov
eduketed pipel ɛnli—wud not sɛfer in de list. If wi reten
de filig ov an etimolojikal konekjon betwin *gentlemanly*
and *gentlemanlike*, wi sud suurlɛ reten it wheder wi riɛt
gentlemanly or *gentelmanli*. If wi fil dát *think* and
thought, *bring* and *brought*, *buy* and *bought*, *freight* and
fraught, belɔɛg tuggedɛr, jɔd wi fil it les if wi rɛt *boat*.

brat, bat, frat? If, in spiking, *ðez* hu *nó* Latin reten *de* filig *ðat* wǽrdz endig in *-ation* korespond tu Latin wǽrdz in *-atio*, wud *ðe* luz *ðe* filig if *ðe* sǽ *ðe* sem wǽrdz spelt wið “-eƿon?” or iven “-eƿǽn?” Duu *ðe* not rekogniz Latin *-itia* in *-ice*; or *-ilis* in *-le*, az in *-able*? If *de* skolar *nó*z, at wǽns, *ðat* sǽg wǽrdz az *barbarous, anxious, circus, genius*, ar ov Latin orijin, wud hi hezitet if *de* last silabel in *ol* ov *ðem* wer uniformli riten “*ƿs*?” Ne, iz not *de* prezent spelig ov *barbarous* and *anxious* entjrli mislidig, bi konfoundig wǽrdz endig in *-osus*, sǽg az *femys (famosus)* wið wǽrdz endig in *-us*, lik *barbarus, anksus*, ets.? Bekǽz *de* Italianz rjt *filosofo*, ar *ðe* les awer dan *de* Ingliſ, hu rjt *philosopher*, and *de* Freng, hu rjt *philosophe*, *ðat* *de* hav befǽr *ðem* *de* Latin *philosophus*, *ðe* Griik *φιλόσοφος*? If wi rjt *f* in *funs*i, whj not in *phantom*? if in *frenzi* and *frantik*, whj not in *phrenology*? A laggewej whig tolerets *vjal* for *phial*, nid not jiver at *filosofer*. Everi eduketed spiker nǽz *ðat* sǽg wǽrdz az *honour, ardour, colour, odour, labour, vigour, error, emperor*, hav past from Latin tu Freng, and from Freng tu Ingliſ. Wud hi *nó* it les if *ol* wer spelt aljk, sǽg az *onor (onorabel), ardor, vigor (vigorous), lebor, (laborious)* or iven “*onƿr, ardƿr, vigƿr*?” *ðe* eold spelig ov *emperor, doktor, gsverner* and *eror*, woz *emperour, doctour, governour* and *errour*. If *ðiz* kud bi ġenjǽ, whj not *de* rest? Spenser haz *neibor* for *nebor*, and it iz difikslt tu sƿ whot woz ġend bi ġenjig *-bor* intu *-bour* in sǽg purli Sakson wǽrdz az *nebor, harbor*. *Nǽ* dout if wi si *laugh* riten wið *gh* at *ðe* end, *ðez* hu *nó* Jerman ar at wǽns remjnded ov its etimolojikalkonekſon wið *de* Jerman *lachen*; bǽt wi ſud sǽnn *nó* *de* sem bi analoji, if wi found not *enli* “*lsf*,” bǽt “*kof*” for *cough* (Jer. *keuchen*), “*enƿf*” for *enough* (Jerman *genug*), ets. In “*draſt*,” fǽnetik spelig haz nirli sƿplanted *ðe* sƿ-kold historikal spelig *draught*; in “*dworf*” (*dwergh, thweorh*) and in “*rſf*,” *rough, oltugeder*.

Whot pipel kǽl *ðe* etimolojikalkonekſsnes ov *ðe* spiker

iz striktli a mater ov oratorikal sentiment onli, and it wud remen nirli az strog az it iz nou, whotever spelig bi adopted. Bst iven if it sud sser hir and der, wi ot tu ber in mind dat, eksept for oratorikal prrposez, dat konfssnes, konfnd az it iz tu a veri fu edukated pipel, iz ov veri smol importans, unles it haz ferst bin korekted bi a strikt etimolojik al disiplin. Widout dat, it ofen dejenerets intu whot iz kold "popular etimoloji," and aktu ali tendz, in ssm kesez, tu vijiet de korekt spelig ov wærdz.

Æ hav frikwentli dwelt on dis befør, in order tu sƿ hou, whot iz nou kold de etimolojik al or historikal spelig ov wærdz, iz in meni kesez, æterli ænetimolojik al and ænhistorikal. Wi spel *to delight*, and dss indys meni pipel tu beliv dat dis wærd iz ssmhou konekted wid *lît* (lux), or *lît* (levis); wheraz de old spelig woz *to delyt* or *to delite* (Tindel), reprezentig de old Freng *deleiter*. On de sƿer hand wi fnd for *kwijt* aud *smjt*, de old spelig *quight*, *smight*, whig me bi old and historikal, bst iz desjdedli ænetimolojik al.

Sovereign and *foreign* ar spelt az if de wer konekted wid *reign*, *regnum*; de truu etimoloji ov de former biig *superanus*, Old Freng *souvrain*, Old Ingglis *soveraine*; whil *foreign* iz de let Latin *foraneus*; Old Freng *forain*; Old Ingglis *forein*. And whi du wi rit *to feign*? Argbisop Treng ("Ingglis Past and Prezent," p. 238) tingks de *g* in *feign* iz elokwent tu de *j*; bst its elokwens iz mislidi. *Tu fen* iz not taken from Latin *tingo*, az litel az *honour* iz taken from Latin *honor*. *Tu fen* ksmz from de Old Freng *faindre*; it woz in Old Ingglis *fuynen* and *feynen*, and it woz derfær a mir etimolojik al fent tu insert de *g* ov de Latin *tingo*, and de Freng *feignant*. Æ Old Ingglis *shammfusst* (Orm.), formd lik *stedefusst* (stedfast), iz nou spelt *shamefaced*, az if it had ssmfing tu du wid a blsfig fes. *Aghast*, insted ov Old Ingglis *agast*, iz sspærd tu luk mær fritful beköz it remjndz ss ov *ghost*. Æ Freng *lanterne* woz riten *lant horn*, az if it had bin sƿ-kold from de transparent

fits ov horn dat enkløzd ðe ljt. ðe *s* in *island* ez its orijin tu a misteken belief dat ðe wörd iz konekted wid *isle* (*insulu*), wheraz it iz ðe A. S. *edland*, (Jerman *eiland*), dát iz, woter-land. ðe speliñ *iland* woz stil kšrent in Šekspir'z tjm. In *aisle*, tw, ðe *s* iz šnetimolojikál, ðø it iz historikal, az haviñ bin teken øver from ðe Old Freng *aisle*.

Dis tendensi tu olter ðe speliñ in order tu impart tu a wörd, at ol hazardz, an etimolojikál karakter, beginz iven in Latin, wher *postumus*, a superlativ ov *post*, woz šsm-tjmz riten *posthumus*, az if, when apljd tu a let-born šøn, it woz derjvd from *humus*. In Iggliř, ðis fols speliñ iz retend in *posthumous*. *Cena* woz spelt bj pipel hwi wonted tu řø ðer nolej ov Grik, *cæna*, az if konekted wid *κοινή*.

Bšt nou let řs luk mør kerfuli intu ðe far mør important statment, dat ðe Iggliř langweř, if riten řønetikali, wud riali luz its historikal and etimolojikál karakter. ðe ferst kwestion iz, in whot sens kan ðe prezent speliñ ov Iggliř bi kold historikal? Wi hav ønli tu gø bak a veri řort wø in order tu si ðe modern řpstart karakter ov whot iz kold historikal speliñ. Wi nou řjt *pleasure*, *measure*, and *feather*, bšt not veri loñ loñ agø, in Spenser'z tjm, ðiz wördz wer spelt *plesure*, *mesure*, *fether*. Tindel řøt *frute*; ðe *i* in *fruit* iz a mir restoreřon ov ðe Freng speliñ. For *debt*, on ðe kontrari, wi řnd, bšt řri or řør høndred yirz agø, *dett*. Dis iz mør historikal ðerřør ðan *debt*, bekøz in Freng, from whiq ðe wörd woz borød, ðe *b* had disapird, and it woz a purli etimolojikál fansi tu restør it. ðe *b* woz ljkwiř riintřødyst in *doubt*, bšt ðe *p* woz not restørd in *tu kount* (Freng *compter*, Latin *computare*), wher *p* had at list ðe sem řjt az *b* in *doute*. Šřs *receipt* rezumz ðe Latin *p*, bšt *deceit* řřz widout it. Tu *deign* kips ðe *g*, tu *disden* řřz widout it. ðer iz an-řøder *b* whiq haz a serten historikal ør in šřm Iggliř wördz, bšt whiq woz orijinali purli řønetik, and iz nou simpli šuperfluss. ðe old wörd for member woz *lim*. In řřø

kom-poundz az *lim-lama*, *lim(b)-lame* *lim-leas* *lim(b)-less*, it woz imposibel tu avoid de interkalefon ov a *b* in prɔnɔnsisjɔn. In dis maner de *b* krept in, and wi hav nou tu tiq dat in *limb*, *crumb* (crume), *thumb* (thuma) de *b* mɔst bi riten, bɔt not prɔnɔunst. Agen, *tung*, (Jer. *zung*), *yung* (Jerman *jung*), az spelt bi Spenser, hav a mɔr historikal aspekt dan *tongue* and *young*.

If wi wift tu rjt historikali, wi ɔt tu rjt *salm* insted ov *psalm*, for de inifal *p*, biig lost in prɔnɔnsisjɔn, woz dropt in rjtig at a veri erli tjm (Anglɔ-Sakson *sealm*), and woz riintrodqst simpli tu pliz sɔm ekliziasitikal etimolɔjists; ɔlsɔ *neveu* (Freng *neveu*) insted ov *nephew*, whiq iz bɔt sɔnetimolɔjik and sɔfɔnetik.

In whot sens kan it bi kɔld historikal spelig if de ɔld plurals ov *mous* and *lous* whiq wer *mys* and *lys*, ar nou spelt *mice* and *lice*? De plural ov *goose* iz not spelt *geece* bɔt *geese*, yet everibodi nɔz hou tu prɔnɔuns it. De sem misteken atempt at an okezonal fɔnetik spelig haz separated *dice* from *die*, and *pence* from *pens*, dat iz *penyes*; whil in *nurse*, wher de spelig *nurce* wud hav bin ɔsful, az remjndig sɔ ov its tru etimon, *nourrice*, de *c* haz bin riplest bi *s*.

Der ar, in fakt, meni speligz whiq wud bi at de sem tjm mɔr historikal and mɔr fɔnetik. Whi rjt *little*, when nɔwɔn prɔnɔunsez *little*, and when de ɔld spelig woz *lytel*? Whi *girdle*, when de ɔld spelig woz *girdel*? De sem rul apliz tu nirli ɔl wɔrdz endig in *le*, sɔq az *sickle*, *ladle*, *apple*, ets., wher de etimolɔji iz kompliti obskurd bi de prezent ortografi. Whi *scent*, bɔt *dis-sent*, when iven Milton stil ret *sent*? Whi *ache*, insted ov de Sɔkspirian *ake*? Whi *cat*, bɔt *kitten*; whi *cow*, bɔt *kine*? Whi *accede*, *precede*, *secede*, bɔt *exceed*, *proceed*, *succeed*? Whi indid, eksept tu west de prefɔss tjm ov ɔildren?

And if it iz difkɔlt tu sɔ whot konstitjts historikal *spelig*, it iz ikwali perpleksig tu defn de rial minig ov *etimolɔjik* *spelig*. For, wher ar wi tu stop? It wud bi

konsiderd veri ænetimolojikāl wer wi tu rjt *nee* insted ov *knee*, *now* insted ov *know*, *night* insted ov *knight*; yet *nēwæn* komplenz about ðe los ov ðe inifal *h*, ðe representativ ov an orijinal *k*, in *loaf*, (A.S. hlāf (cf. κλῆβας), in *ring*, (A.S. *hring*); in *lade*, *ladder*, *neck*, etc.

If wi ar tu rjt etimolojikali, ðen whj not retsrn tu *loverd*, or *hlaforð*, insted ov *lord*? tu *nose-thrill*, or *nosethirle* insted ov *nostril*; tu *swister* insted ov *sister*? whjg wud not bi mēr trsbelsxm ðan *sword*. *Wif-mann* sūrli wud bi beter ðan *woman*; *mead-wife* beter ðan *midwife*; *godspel* beter ðan *gospel*, *ortyard* beter ðan *orchard*, *puisne* beter ðan *puny*. Frikwentli ðe prezent rekognjzd speliḡ luks etimolojikāl, bst iz æterli ænetimolojikāl. *Righteous* luks ljk an adjektiv in *-eous*, sḡ az *plenteous*, bst it iz riali a Sakson wærd, *rightwis* ðāt iz *rightwise*, formd ljk *otherwise*, etc.

Could iz riten wið an *l* in analoji tu *would*, bst whjl ðe *l* iz jstifd in *would* from *will*, and *should* from *shall*, wi fnd ðe Old Inḡliḡ imperfekt ov *can* riten *cuthē*, ðen *couthē*, *coude*. ðe *l*, ðerfær, iz njder fœnetik nor etimolojikāl. Næstjḡ, agen, kan bi mēr mislidiḡ tu an etimolojist ðan ðe prezent speliḡ ov *whole* and *hale*. Bst kxm from ðe sem sœrs, ðe Gotik *hail-s*, Sanskrit *kalya-s*, miniḡ orijinali, *fit*, *redi*; ðen *sound*, *komplīt*, *hæl*. In Inḡlœ-Sakson wi hav *hæl*, *hœl*; and *hal* helti, wiðout eni tres ov a *w*, jðer befær or after. ðe Old Inḡliḡ *halsum*, *hœlsxm*, iz ðe Jerman *hailsam*. *Whole*, ðerfær iz a mir misspeliḡ, ðe *w* haviḡ probabli bin aded in analoji tu *who*, *which*, etc. From a purli etimolojikāl point ov vḡ, ðe *w* iz roḡli left out befær *h* in *hou*; for az Inḡlœ-Sakson *hwy* bekem *why*, Inḡlœ-Sakson *hwa* sūd hav bekxm *how*.

If wi riali attempted tu rjt etimolojikali, wi sūd hav tu rjt *brjð*, *um* wiðout ðe *r*, bekœz *grum* iz a mir koræpsœn æo *guma*, man, Inḡlœ-Sakson *bryð-guma*. Wi sūd hav

tu rjt *burse* insted ov *purse*, az in *disburse*. In fakt, it iz difkslt tu se wher wi jud stop. Whj du wi not rjt *metal* insted ov *mettle*, *worship* insted ov *worship*, *chirurgion* insted ov *surgeon*, *furhlong*, (dát iz, færlon) insted ov *furlong*, *feordhing* (dát iz fært part) insted ov *furthing*? If wi rjt puni *puisne*, wi mjt az wel rjt *post-natus*. Wi mjt spel coy, *quietus*; *pert*, *apertus*; *priest*, *presbyter*; *master*, *magister*; *sexton*, *sacristan*; *alms*, *eleemosyne*, ets. If enibodi wil tel mi at whot det etimolojikál spelj iz tu begin, wheder at 1,500 A.D., or at 1,000 A.D., or at 500 A.D., j am wilig tu disks de kwestion. Til den, j beg liv tu se dat etimolojikál spelj wud ple greter havok in Ingliſ đan fonetik spelj, iven if wi wer tu dro a ljn not mør đan fiv hændred yirz ago.

Đe tú strongest arguments, đerfor, agenst fonetik spelj, nemli, dat it wud destroi de historikal and etimolojikál karakter ov de Ingliſ laggewej, ar, after ol, bst veri parfali tru. Hir and đer, nø dout de etimoloji and histori ov an Ingliſ wørd mjt bi obskurd bj fonetik spelj; az if, for instans, wi røt “*Urøp*” insted ov *Europe*. Bst iven den analoji wud help us, and tig đoz hu nø Grik, ov huu đer ar not meni dat “*Ur*” in sæg wørdz az *Europe*, *Eurydice*, reprezented de Grik *εὐρύς*. Đe rial anser, however, iz, đat nøwøn kud onestli kol de prezent sistem ov spelj jđer historikal or etimolojikál; and j beliv, đat teken az a høl, de los okežond bj konsistent fonetik spelj wud hardli bi greter đan de gen.

Anðer objekſon srijd agenst fonetik spelj, nemli, đat wid it it wud bi imposibel tu distingwiſ homonimz, mæt bi met in de sem we. Nø dout it iz a serten advantej if in rjtig wi kan distingwiſ *right*, *rite*, *write* and *wright*. Bst if, in de həri ov konverseſon, đer iz hardli ever a dout whiç wørd iz ment, furli đer wud bi mæg les đenjer in de slø prøses ov ridig a kontinuçs sentens. If verið *spelijz* ov de sem wørd ar nesasari tu point out diferent *minijz*, wi jud rekwjř et spelijz for boks, tu signifi a qest.

a Kristmas gift, a hœntig sit, a tri, a slap, tu sel round, sits in a fiater, and ðe frænt sit on a kœç; and ðis prinsipel wud hav tu bi apljð tu absv siks hœndred wœrdz. Hu wud ændertek tu prœvjð ol ðiz vœriesonz ov ðe prezent uniform spelig ov ðiz wœrdz? And wi mœst not forget ðat, after ol, in ridig a pej wi ar seldom in dout wheder *sole* minz a fɪʃ, or ðe *sole* ov a fut, or iz ʊzd az an adjektiv. If ðer iz at eni tɪm eni rial difɪkɪlti, laggwœj prœvjðz its œn remedi. It ɪðer drops sɜːç wœrdz az *rite* and *sole*, replæsɪç ðœm bɪ *seremony* and *only*, or it ʊzez a perifrastik ekspresɪʃn, sɜːç az ðe *sœl* ov ðe fut, or ðe *sœl* and œnli ground, ets.

Þæs far ɪ hav trɪd tu anser ðe riali important arguments whɪç hav bɪn brœt forward ægenst fœnetik spelig. ʔ hav dœn sœ wɪð spœfal referens tu ðe pœuerful remonstrænsœz ov Arçbɪʃop Treng, and hɪz mœst ebel plɪdɪŋ in fevor ov ðe eœstablɪʃt sistem ov œrtœgrafi. Az a mɪr skolarz, ɪ fuli fœr hɪz fɪlɪŋz, and ɪ sɪnsɪrli admɪr hɪz elokwent advokasi. ʔ dɪfer from hɪm bekœz ɪ du not tɪŋk, az hɪ dœz, ðat ðe los entseld bɪ fœnetik spelig wud bɪ sœ gret az wɪ ɪmæɪn; or ðat it wud bɪ ol on wœn sɪd. Besɪdʒ, ænles hɪ kan fœ hou a reform ov spelig iz not œnli for ðe prezent tu bi avoided, bœt œltugeðer tu bi renderd ænnesesari, ɪ konsider ðat ðe suœner it iz teken in hand ðe betœr. It sɪmz tu mɪ ðat ðe Arçbɪʃop luks on ðe ɪnrœdskɪʃn ov fœnetik spelig az a mɪr kroet ov a fʊ skolarz, or az an atempt on ðe part ov sœm hæf-œdyketed personz, wɪfɪŋ tu avoid ðe trœbel ov lœrnɪŋ hou tu spel kœrœktli. If ðæt wœr sœ, ɪ kwɪt ægrɪ wɪð hɪm ðat pœblik œpinɪœn wud never æsʊm sœfɪsœnt fœrs for kariŋ ðœr skim. Bœt ðer iz a mœtɪv pœuer behɪnd ðiz fœnetik reformœrz whɪç ðe Arçbɪʃop hæz hardli teken ɪntu ækœunt. ʔ mɪn ðe mɪzœri œndʊrd bɪ mɪlɪœnz ov çɪldrœn at ækul, hu mɪt lœrn in wœn yɪr, and wɪð rial advæntœj tu ðœmselvz, whœt ðe nou rekwɪr fœr or fɪv yɪrz tu lœrn, and seldom æksɪd in lœrnɪŋ after ol. If ðe evidens ov sɜːç mœn az Mr Elis iz tu bi depended on, and ɪ belɪv ðe ær wɪlɪŋ tu æsbmɪt tu eni test, ðœn fœrli ðe los ov sœm hɪæ-

torikal and etimolojikal *suvenirz* wud we litel agenst de hapines ov milionz ov gildren, and de stil hjer hapines ov milionz ov Ingliſmen and Iyliſwimen, grøig ʔp az de ɛrz tu ol de welt and strengt ov Ingliſ literatʔr, or ʔnebel tu rid iven der Biſel. Hir it iz wher i ventʔr tu difer from de Arçbiſop, not az biig ſaggwɪn az tu eni immidiet ʔʔkses, bʔt ſimpli az filiig it a dʔti tu help in a kʔz whiç at prezent iz moſt ʔnpopʔlar. De ivil de me bi put of for a loſ tɪm, partikʔlarli if de wet ov ʔʔç men az Arçbiſop Trenç iz frʔn intu de ʔder ſkel. Bʔt ʔnles langweij ʔiſez tu bi laggweij, and rɪtiſ ʔiſez tu bi rɪtiſ, de de wil fʔrli kʔm when piſ wil hav tu bi med betwin de tʔ. Jermani haz apointed a Gʔvernment Komifon tu konſider whot iz tu bi dʔn wið Jerman ſpeliſ. In Amerika, tu, ʔʔm lidiſ ſtetsmen ſim inklɪnd tu tek ʔp de reform ov ſpeliſ on naſonal groundz. Iz der nʔ ſtetsman in Ingland ʔʔſiſentli prʔf agenst ridikʔl tu kol de atenſon ov Parliment tu whot iz a grøiig miſfortʔn ?

Mʔç, however, az i difer from de Arçbiſop on diſ groundz, i kanot bʔt ʔʔſiſentli depreket de tʔn in whiç hiſ pouerful opoziſon haz bin met bi meni ov de ʔphʔlderz ov fʔnetik ſpeliſ. Ne, i mʔſt gʔ ſtil fʔrder, and frʔſkli konfes dat tu wʔn ov hiſ arguments i fiɪd it diſikʔlt, at prezent, tu giv a ſatiſfaktori anſer.

"It iz a mir ʔʔmſon," de Arçbiſop remarks, "dat ol men prʔnouns ol wʔrdz alɪk ; or dat whenever de kʔm tu ſpel a wʔrd de wil ɛkzaktili aſri az tu whot de outliɪn ov its ſound iz. Nou wi ar fʔr men wil not du diſ, from de fakt dat, befor der woz eni fiſt and ſeteld ortografi in our langweij, when, derfʔr, everibodi woz mʔr or les a fʔnografer, ſikiſ tu rɪt dʔwn de wʔrd az it ſounded tu *him*, for hi had nʔ ʔder lʔ tu gɪd him, de verieſonz ov ſpeliſ ar infinit. Tek, for inſtans, de wʔrd *ʔsden*, whiç dʔz not ſim tu promiſ eni gret ſkop for varjeti. It hav miſelf met wið diſ wʔrd ſpelt in nʔ les dan fʔrtin wez *ʔmʔç* our erli rɪterz. Agen, in hou meni wez wez Rali's (*Raleigh's*) nem ſpelt, or ʔekʔpi'r'z ? De ʔʔm iz evident

in Ingland. Pipel ar not awer hou ðe prɛnouns, and hou diferentli ðe prɛnouns wɛn and ðe sem wɜrd. Az a forener i hav had ampel oportunitiz for obzerveſon on dis point. Sɛm frendz wud tel mi for instans, dat *wɜrld* woz prɛnounst lik *wherld*, *fader* lik *farder*, nor (befɔr konso-nants) lik *no*, *bɜd* lik *berd*, *bɜrst* lik *bɜst*, *fɔr* lik *fɜr*, *birth* lik *berth*; dat ðe vowelz had ðe sem sound in *where* and *there*, in *not* and *wor*, in *God* and *godi*; whil ɛderz aſurd mi dat nɔwɛn bɛt a forener kud ɟɪk sɔ. And ðe wɜrst iz dat iven ðe sem person dɜz not ɔlwez prɛnouns ðe sem wɜrd in ekzaktili ðe sem maner. Konstantli, when i askt a frend tu repit a wɜrd whig hi had jɛst prɛnounst, hi wud prɛnouns it agen, bɛt wid a slɟt diferens. ðe mir fakt ov hiz trɟɟ tu prɛnouns wel wud giv tu hiz prɛnɔnsiɛſon a konfɜs and emfatik karakter. ðe prepozifon *ov* iz prɛnounst bi mɔst pipel “*uv*,” bɛt if kros ekzamind, meni wil se dat ðe prɛnounst *ov*, bɛt ðe *o* not ekzaktili lik *of*.

ðe konfuzon bekɛmz gretest when it iz attempted tu ɟidentifi ðe prɛnɔnsiɛſon, sɛ ov a vowel in Jerman wid a vowel in Ingliſ. Nɔ tɔu Ingliſmen and nɔ tɔu Jermanz aimd tu bi ɛbel tu agri on whot ðe herd wid ðer irz, or whot ðe sed wid ðer tɛɟz; and ðe rezɛlt in ðe end iz dat nɔ vowel in Jerman woz riali ðe sem az eni ɛder vowel in Ingliſ. Tu tɛk wɛn or tɔu instansez from Mr Elis’ez ki tu Paliotip (Palæotype), i kan hir nɔ diferens betwin ðe *a* in Italian *mano*, Ingliſ *fader*, and Jerman *mahnen*, ɛnles i restrikt mi obzerveſonz tu ðe ɛterans ov serten individualz; wheraz i du hir a veri desɟded, and jenerali adopted, diferens betwin ðe vowelz in Jerman *böcke* and and Freng *jeune*. Mr Elis, tɛɟɟ on ðe sem difikɛlti, remarks, “Mr Bel’z prɛnɔnsiɛſon, in meni instansez, diferz from ðat whig i am akɛstomd tu giv, espeſali in foren wɜrdz. Bɛt ov ɛs me bi rog.” Mr Swit remarks, p. 10, “Mr Elis insists stroɟli on ðe monofɟɟgal karakter ov hiz *ɛn iz* and *uz*. ɞ hir hiz *i* and *u* az distɟɟkt dif-ɟɟɟz, not ɔnli in hiz Ingliſ prɛnɔnsiɛſon, bɛt ɔlsɔ in hiz *prɛnɔnsiɛſon ov* Freng, Jerman, and Latin.” If fɛnetik

riřtig ment dis minyť fotografi ov spōken soundz, in whiq Measz Bel and Elis eksel; if eni atempt had ever bin med tu emploi dis her-spliting masineri for a praktikal reform ov Inġliř speling, de objekfonz rezd bi Arġbisop Trenq wud bi kwijt snanserabel. Her wud bi fifti diferent waz ov speling Inġliř, and de konfuzjon wud bi greter dan it iz nou. Not iven Mr Bel'z řerti-siks kategoriz ov vouel sound wud bi sřsifient tu render everi pekuřiariti ov vouel kwoliti, piq, and kwontiti, wid perfekt akurasi. (Si H. Swit, "Histori ov Inġliř Soundz," pejez 58, 68.) Břt dis woz never intended, and whil konsidig mřg tu de Arġbisop's arguments, i mřst not konsid tu mřg.

Whot i ľik in Mr Pitman'z sistem ov speling iz ekzaktili whot i nř haz bin found řolt wid bi řderz, nemli, řat hi řsz not atempt tu řefn tu mřg, and tu ekspres in řiřtig řoz endles ředz ov prōnsnsiřjon, whiq me bi ov de gretest interest tu de řtudent ov akoustika, or ov řonetika, az aplid tu de řtdi ov livig đialekts, řřt whiq, for praktikal az wel az for řjentifik řilolojikal prřposez, mřst bi entjřli ignōrd. Riřtig woz never intended tu řetograf spōken laggwējez: it woz ment tu indiket, not tu pēnt, soundz. If Volter sez ř "L'écriture c'est la peinture de la voix," hi iz řiř; řřt when hi ġoz on tu řz, ř "plus elle est ressemblante, meilleure elle est," i am not řerten řat, az in a piktur ov a landskep, ř in a piktur ov de vois, pri-řsfeľiř minyřnes me not řtdroi ře veri objekt ov de piktur. Laggwēj đilz in brođ řslorř, and řiřtig řt tu řolř de ekřampel ov laggwēj, whiq, řř it alouz an endles varjēti ov prōnsnsiřjon, řestriřte itself for its řn prřpos, for de prřpos ov ekspresig řřt in řl its modifikēfonz, tu a veri limited nřmber ov tipikal vouelz and konsonants. Out ov de larj nřmber ov soundz, for instans, whiq hav bin katalogđ from de verřřs Inġliř đialekts, řřz řnli kan bi rekognřzd az konstituent elements ov de laggwēj whiq in, and bi, řřr diferens from řġ řřr konve a diferens ov minig. Ov řřġ pręgnant and řřt-konveig vouelz, Inġliř pozesez nřmōr dan twelv. Whatever de minjor ředz ov vouel soundz

in Inglif djalekts me bi, ðe ðu not enriç ðe langweġ, az sɜg, ðæt iz, ðe ðu not ensel ðe spiker tu konve mɔr minɜt sedz ov ðot ðan ðe twelv tipikal singel vouelz. Besɪdz, ðer jenerali iz whot ðe Freng mɪt kɔl a fɔnetik solidariti in ɪg djalekt. If wɜn vouel ɟenʒez, ðe sðerz ar apt tu folɔ, and ðe men objekt ov laggweġ remenz ðe sem frumout, nemli, tu prevent wɜn wɜrd from rɜnɪg intu an-sðer, and yet tu absten from minɜt fɔnetik distɪŋkʃonz, whɪç an ordinari ɪr mɪt fɪnd it dɪfɪkɪlt tu grasɜ. ðis prinsipel ov fɔnetik solidariti iz ov grɪt importans, not ɔnli in eksplenɪg ðe gradɜal ɟenʒez ov vouelz, bɜt ɔlsɔ sɜg jeneral ɟenʒez ov konsonants az wi si, for instans, in ðe Jerman *Lautverschiebung*. Az sunn az wɜn ples iz lefɪ vekant, ðer iz prefur tu fil it, or sɔ mɜg ov it az iz lefɪ vekant, bɜt nɔ mɔr.

ðer ar, in fakt, tɜu brangez, or at ɔl events, tɜu kwɪt distɪŋkt praktikal aplɪkeʃonz ov ðe sɟens ov Fɔnetiks, whɪç, for wont ov beter nemz, ɪ deɪŋet az *filolɔʒɪkəl* and *djalektɪkəl*. ðer iz whot me bi kɔld a filolɔʒɪkəl stɜdi ov Fɔnetiks, whɪç iz an esenʃal part ov ðe Sɟens ov Laggweġ, and haz for its objekt tu gɪv a klɪr ɪdiə ov ðe alfabet, not az riten, bɜt az spɔken. It trɪts ov ðe matɪrɪəlz out ov whɪç, ðe instruments wɪð whɪç, and ðe prɔses bi whɪç, vouelz and konsonants ar formd; and after eksplenɪg hou serten leterz aɟri, and dɪfer, in ðer matɪrɪəl, in ðe instruments wɪð whɪç, and ðe prɔses bi whɪç, ðe ar prɔdɜst, it enselz sɜ tu ɜnderstand ðe kɔzez and rezɪlts ov whot iz kɔld Fɔnetik ɟenʒ. In menɪ respektz ðe mɔst instrɜktɪv trɪtment ov ðe jeneral ʃɔri ov Fɔnetiks iz tu bi found in ðe Prātisākhyas; partɪkɜlarli in ðe ɔldest (400 B.K.), ðæt ataçt tu ðe Rɪç Veda. (¹) ðɔ ðe nɜmber ov posɪbel soundz me sɪm ɪnfɪnɪt, ðe nɜmber ov rɪəl soundz ɟɜd in Sanskrit or enɪ sðer gɪven laggweġ for ðe pɜrɜos ov eks-presɪŋ dɪferent sedz ov mɪnɪg, iz veri limited. It iz wɪð

1. "Rig-Veda-Prātisākhyas, Das älteste Lehrbuch der Vedischen Phonetik, Sanskrit Text mit Übersetzung und Anmerkungen, herausgegeben," von F. Max Müller, Leipzig, 1869.

diz brød kategoriz ov sound alen dat de Prätisakhyas dil; and it iz for a proper nderstanding ov diz de Sjens ov Langgwej haz tu inklud widin its sfir a kerful stædi ov Fonetiks.

De djalektikal stædi ov Fonetiks haz larjer objekts. It wifex tu ekzost ol posibel soundz whiq kan bi prødøst bi de vokal organz, litel konsernd az tu wheðer diz soundz okær in eni rial langgwej or not. It iz partikularli uqful for de pærpos ov pentiq, wid de stmøst akqraasi, de aktual prønænsiesjon ov individqalz, and ov fiksinq de fentest fedz ov djalektik varjeti. De møst marvelæss aqjvment in dis branq ov apljð fonetiks me bi ain in Mr Bel's "Vizibel Spiq."

Diz tú brangez ov fønetik sjens, houeever, jud bi kept kerfuli distigkt. Az de foundesjon ov a praktikal alfabet, likwiz az de ønli sef foundesjon for de Sjens ov Langgwej, wi wont filolojikæl ordioretik Fonetiks. Wi wont an nderstanding ov ðez jeneral prinsipelz and ðez brød kategoriz ov sound whiq ar trited in de Prätisakhyas; wi ðu not wont eni ov de minqt djalektik distigktsjonz whiq hav nø gramatikal pærpos, and ar derfær outsjð de pel ov gramatikal sjens. Tu minqt distigktsjon prødøsez konfugon, and wher it kan bi avoided, wiðout a sakrifiz ov akqraasi, it øt tu bi avoided. Wher vegnes ekzists in rialiti, and wher netqr alouz a brød marjin on jðer sjð, it wud bi roq tu ignør ðæt latitqd. Akqraasi itself wud hir bekøm inakqraasi.

Bæt when wi wont tu ekzost ol posibel fedz ov sound, when wi wont tu føtograf de pekuiliaritiz ov ærten djalekts, or mezur de ðiviesjonz in de prønænsiesjon ov individqalz bi de møst minqt deqriz, wi ðen mæt avel ourselvz ov ðæt ekskwizit artistik mafineri konstrækted bi Mr Bel, and handeld wið sø mæq skil bi Mr A. J. Elias, ðø fu ønli wil bi øbel tu qz it wið rial søkses.

Søm pipel sim tu imajin dat de pouer ov distigqwiq minqt diferensez ov sound iz a natqral gift, and kanøt bi akjrd. It me bi sø in kwjt eksepfjonal kesez, bæt i nø az a fækt dat a gjld dat had, az pipel æ, n: iz for muzik.

and kud not aig "God sev de Kwin," graduali akwird de pouer ov distingwifig de ordinari nets, and ov sigig a tun. Spiking from mij en eksperiens, i jud ss dat a gud ir ksmz bi inheritans, for, as loq az i kan remember, a fols net, or, az wi ust tu kol it, an impur (*unrein*) net, woz tu mi fizikali penful.

Bst dis apliz tu muzik onli, and it iz bi no minz jenerali tru, dat pipel hu hav a gud muzikal ir, hav also a gud ir for langweij. F hav non pipel kwit smuzikal, pozeat ov a veri gud ir for langweij, and *visi versa*. De tuu natyral gifts, derfer, if natyral gifts de ar, ov distingwifig minut degriz ov pig and kwoliti ov sound du not aim tu bi de sem. De rial difkalti, however, whiq meks itself felt in diskssig minut jedz ov sound, arizez from de insifjensi ov our nomenkletur, from de olmost irrezistibel influens ov imajineson, and in de end, from de wont ov a fonometer. A gud muzisan kan distingwif betwin *C sharp*, and *D flat*, a gud fonetisan betwin a "lo-bak-narø" and a "lo-miket-narø" vouel. Bst de kanot olwez translet der sentiments intu definit langweij, and if de trj bi aktual eksperiment tu imitet diz tuu soundz or vouelz, de imperfeksjonz ov de jr and tsg, bst in de spiker and de lisener, frikwentli render ol atempts at a mutyal nderstanding imposibel. Wi sal never ariv at sjentifik presizon til wi hav a fonometer for kwoliti ov sound, nor du i ai whi ssg an instrument jud bi imposibel. F wel remember Whitston telig mi, dat hi wud ndertek tu riprøduz bi minz ov an instrument everi jed ov vouel in eni langweij ov de wrld, and i jud tngk dat Wilis'ez and Helmholtz'ez eksperiments wud sspji de elements from whiq ssg a fonometer mjt bi konstituted. Az sun az wi kan mezur, defn, and riprøduz, at plezur, whot at prezent wi kan onli deskrib in aproksimet termz, de sjens ov fonetiks wil beksm most frutful, and asqm its lejitimst ples az a *sine qua non* tu de student ov langweij.

F hav ssmtijmz bin blemd for havin insisted on Fonetika *biij rekognizd* az de foundejon ov de Sjens ov Langweij.

Profesor Benfi and æder skolarz protested agenst de çapter i hav devoted tu Fonetiks in de Sekond Siriz ov mi "Lekturz," az an ænnesari innovefon, and doz protests hav bekym stil strogger ov let. Bst hir, tua, wi mæt distiggrwis betwin tú figz. Filolojikál or jeneral Fonetiks ar, i hold az strogli as ever, an integral part ov de Sjens ov Laggwej; djalektik Fonetiks me bi usful hir and der, bst ds jud bi kept widin der proper sfir; æderwis, i admit az redili az eniwæn els, ds obskvr rader dan revíl de brod and masiv kælorz ov sound whiq laggwej qzez for its ordinari werk.

If wi reflekt a litel, wi sal si dat de filolojikál konsepfon ov a vowel iz æmfing tótali diferent from its purli akoustik or djalektik konsepfon. De former iz qissi konseernd wid de sfir ov posibel veriefon, and de later wid de purli fenomenal individualiti ov iq vowel. Tu de filolojist, de tri vowelz in *septimus*, for instans, whotever der ekzakt pronsnsiefonz me hav bin at diferent tîmz, and in diferent provinsez ov de Roman Empir, ar potensali wæn and de sem. Wi luk on *septimus* and *ῥβδομος* az on Sanskrit *saptamas*, and onli bi noig dat *e*, *i*, and *u* in (*septimus*) ar æl representativz ov a fort *a*, or dat *optimus* standz for de mer ensent *optumus* and *optomos*, du wi tek in at wæn glans de hæl histori and posibel veriefon ov diz vowelz in diferent laggwejez and djalekts. Iven wher a vowel dispirez kompliti, az in *gigno* for *gigeno*, in *πῖττω* for *πῖττω*, de mental *ç* ov de filolojist disernz and wæz whot nør ir kan hir. And whil in diz kesez de etimolojist, disregarding de klirest varjeti ov pronsnsiefon, trits sæq vowelz az *u*, *e*, *i*, *o*, *æ* az wæn and de sem, in æderz wher tú vowelz sîm tu hav ekzaktli de sem sound tu de djalektifan, de filolojist on his part persivz diferensez ov de gretest importans. De *i* in *fides* and *cliens* me hav de sem sound az de *i* *gigno* or *septimus*, de *u* ov *luo* me not difer from de *u* in *optumus* or *lubens*, bst der intrinsik valu, der keabilitiz ov græt and dekte, ar tótali diferent in iq. Wi sal never bi sbel tu spik wid enitig lijk rial ejentifik

akurasi ov de prɔnɔnsiasjɔn ov enʃent lagwejez, bɔt iven if wi luk tu ðer riten apirans ɔnli, wi si agen and agen hou vouelz, riten aljk, ar historikali totali distinkt. Grim intrɔdʒet ðe distinktjɔn betwin *ði* and *ai*, betwin *ðu* and *au*, not bekɔz it iz bj eni minz serten ðat ðe prɔnɔnsiasjɔn ov ðiz distɔŋz verid, bɔt bekɔz hi wist tu indiket ðat ðe antesidents ov *ði* and *ðu* wer diferent from ðɔz ov *ai* and *au*. In Gotik *faðu*, (Sk. pasu, pecu,) *ai* iz a fortend tu and brɔken befor *h* tu *ði*; in Gotik *váið* (Sk. veda, (vída), *ai* iz radikal i streŋtend tu *ði*. In Gotik *dauhtar* (Sk. duhtar *duyðrɔp*), *au* iz radikal u brɔken tu *au*; in *aúhna*, ɔven (Sk. aena, *auó=auo=auo*), ðe *au* iz a, darkend tu u, and brɔken tu *ðu*; whil in Gotik *báug* (*πέφυρα*), *au* iz orijinal u streŋtend tu *ðu*. When wi hir *é* and *ó* in Gotik, wi si *d*, jɔst az wi si Dorik *ā* behind ðonik *ŋ*. When wi hir *e* in *canis*, wi si Sanskrit *s*; when wi hir *e* in *crucor*, wi si Sanskrit *k*. When wi hir *γ* in *γένος*, wi si Arian *g*; when wi hir *γ* in *φλέγω*, wi si Arian *z*.

Æiz fu ilxstreɔfɔnz wil ekaplen, i hep, ðe esenʃal diferens in ðe aplikejɔn ov fɔnetiks tu filoloji and ðjalektoloji, and wil sɔ ðat in ðe former our brɔʃ mɔst ov nesəsiti bi brɔd, whil in ðe later it mɔst bi ʃn. It iz bj miksig ɔp tɔu separat lɔnz ov reserɔ, iq hɔli important in itself, ðat sɔ mɔg konfuzɔn haz ov let bin okeɔnd. ðe valɔ ov purli fɔnetik obzervejɔnz sud on nɔ akount bi ɔnderrated; bɔt it iz nesəsari, for ðat veri rizon, ðat ðjalektikal az wel az filolojikali fɔnetiks sud iq bi konʃnd tu ðer proper sfir. ðe filolojist haz mɔg tu lern from ðe fɔnetisjan, bɔt hi sud never forget ðat hir, az elswher, whot iz brɔd and tipikal iz az important and az sientifikali akɔret az whot iz minɔt and speʃal.

Whot iz brɔd and tipikal iz ofen mɔr akɔret iven ðan whot iz minɔt and speʃal. It mɔt bi posibel, for instans, bj a fotografik proses, tu represent ðe ekzakt pozisjɔn ov ðe tɔp and ðe insid wɔlz ov ðe mouθ whil wi prɔnouns *de Italian* vowel *i*. Bɔt it wud bi ðe gretest mistek tu *sɔpɔz* ðat ðis imej givz sɔ ðe ɔnli we in whiq ðat vowel iz,

and kan bi, prɛnəʊnst. Hɜ ɪg ɪndɪvɪdʒəl mɛ hæv hɪz ɒn we ov plesɪg ðe tʃɪŋ ɪn prɛnəʊnsɪg ɪ, wɪ hæv ɔnli tu trɪ ðe eksperiment ɪn order tu kɒnvɪns ɔʊrselvz ðæt, wɪð æsm efort, wɪ mɛ vɛrɪ ðæt pɔzɪʃən ɪn mɛnɪ wez and yet prɒdʒs ðe sound ov ɪ. When, ðɛrfoʊ, ɪn mɪ "Lektʃɜz ɒn ðe Sjɛns ov Laggwɛj," ɪ gɛv pɪktʃɜz ov ðe pɔzɪʃənz ov ðe vɔkəl ɔr-ganz rekʍɪrd fɔr prɛnəʊnsɪg ðe tipɪkəl leʧɜz ov ðe alfabet, ɪ tuk grɛt kɛr tu mɛk ðɛm tipɪkəl, ðæt ɪz, tu liv ðɛm rɛf skegeɜz rɛdɛr ðan mɪnʉt fɔtɔgrafs. ʧ kənɔt bɛtɛr eksprɛs whɔt ɪ fɪl ɒn ðɪs pɔɪnt ðan bɪ kwɛtɪŋ ðe wɜrdz ov Hekel :

"Fɔr ðɪdaktɪk pɜrpoʊz, sɪmpəl skɪmatɪk fɪgʃɜz ɛr fɛr mɔr ʉsful ðan pɪktʃɜz prɛzɛrvɪŋ ðe grɛtɛst fɛʃfulnɛs tu nɛtʃɜr and kærɪd out wɪð ðe grɛtɛst akʉrasi." { "Ziele und Wege," p. 37 }.

Tu rɛʧɜn, aftɛr ðɪs ðɪgrɛʃən, tu Mr Pitman's alfabet, ɪ rɛpɪt ðæt ɪt rɛkɔmɛndz ɪtsɛlf tu mɪ mɪnd bɪ whɔt ɛdɛrɜz kɔl ɪts ɪnakʉrasi. ɪt fɔz ɪts rɪəl and prɛktɪkəl wɪzdom bɪ nɔt ɛtɛmptɪŋ tu fɪks ɛnɪ ðɪstɪŋkʃənz whɪç ɛr nɔt ɛbsɔlʉtli nɛsɛsærɪ. ɪf, fɔr ɪnstans, wɪ tɛk ðe gɛʧtʃəl tɛnʉɪs, wɪ fɪnd ðæt ɪŋglɪʃ rɛkɔgnɪzɛz wɛn k ɔnli, ɔldɜ ɪts prɛnɛnsɪsɪʃən vɛrɪz kɔnsɪdɛrəbli. ɪt ɪz æmʃtɪmz prɛnəʊnst sɜ æz tu prɒdʒs ɔlmɔst ɛ fɛrɪp krak ; æmʃtɪmz ɪt hɛz ɛ ðɪp, hɔlɜ sound ; and æmʃtɪmz ɛ sɔft, lezi, *mulɪs* kærɛktɛr. ɪt vɛrɪz kɔnsɪdɛrəbli ɛkɔrdɪŋ tu ðe vɔʉɛlz whɪç fɔlɜ ɪt, æz ɛnɪbɔdɪ mɛ hɪr, nɛ fɪl, ɪf hɪ prɛnəʊnsɛz, ɪn ækʃɛʃən, *kot*, *kul*, *kær*, *kæt*, *kɪl*. Bʉt æz ɪŋglɪʃ dɛz nɔt ʉz ðɪz ðɪfɛrɛnt k'z fɔr ðɛ pɜrpoʊ ov ðɪstɪŋŋwɪʃɪŋ wɜrdz ɔr grɛmatɪkəl fɔrmz, wɛn brɔð kɛgɔrɪ ɔnli ov vɔɪsɛs gɛʧtʃəl ɛkɛs hɛz tu bɪ ɛd-mɪtɛd ɪn rɪtɪŋ ɪŋglɪʃ. ɪn ðe Sɛmɪtɪk lɛŋŋwɛjɛz ðe kɛs ɪz ðɪfɛrɛnt ; nɔt ɔnli ɛr *kaf* and *kɔf* ðɪfɛrɛnt ɪn sound, bʉt ðɪs ðɪfɛrɛns ɪz ʉzd tu ðɪstɪŋŋwɪʃ ðɪfɛrɛnt mɪnɪʒ.

Or ɪf wɪ tɛk ðe vɔʉɛl æ ɪn ɪts ɔrɪjɪnəl, pʉr prɛnɛnsɪsɪʃən, ɪk ɪtaliæn æ, wɪ kæn ɪzɪlɪ pɛrsɪv ðæt ɪt hɛz ðɪfɛrɛnt kɛlɔrz ɪn ðɪfɛrɛnt kɔʉntɪz ov ɪŋglænd. Yet ɪn rɪtɪŋ ɪt mɛ bɪ trɪtɛd æz wɛn, bɛkɔz ɪt hɛz bʉt wɛn and ðɛ æsm grɛmatɪkəl ɪntɛnʃən, and dɛz nɔt kɔnvɛ æ nʉ mɪnɪʒ tɪl ɪt ɛkʉɪdz ɪts *wɪðɛst lɪmɪts*. Gud spɪkɛrz ɪn ɪŋglænd prɛnəʊns ðɛ æ ɪn

last lik de pur Italian *a*; wid sderz it bekəməz brəd, wid sderz fin. Bst de it me dss osilet konsiderabli, it mst not enkrog on de provins ov *e*, whiq wud genj its minig tu *lest*; nor on de provins ov *o*, whiq wud ganj it tu *lost*; nor on de provins ov *u*, whiq wud ganj it tu *lust*.

He difkslti, derfor, whiq Arqbisop Treng haz pointed out iz riali restrikted tu dez kesez wher de prənsəsiefon ov vouelz—for it iz wid vouelz qifi dat wi ar trsbeld—veriz sə mæg az tu overstep de brədest limits ov wən ov de rekognizd kategoriz ov sound, and tu enkrog on ansder. If wi tek de wərd *fast*, whiq iz prənəunst veri diferentli iven bi eduketed pipel, der wud bi nɔ nesəsiti for indiketing in rītig de diferent sedz ov prənsəsiefon whiq lī betwin de sound ov de fort Italian *a* and de log *a* az herd in *father*. Bst when de *a* in *fast* iz prənəunst lik de *a* in *fat*, den de nesəsiti ov a nū grafik eksponēt wud ariz, and Arqbisop Treng wud bi rīt in twitig fənetik reformerz wid sagksoung tū spelinz for de sem wərd.

Æ kud menfon de nemz ov tri bifsops, wən ov hum prənəunst de vouel in *God* lik *God*, ansder lik *rod*, a ferd lik *gad*. He last prənsəsiefon wud probabli bi kondemd bi everibodi, bst de sder tū wud remen, sagksond bi de hjest ɔforiti, and derfor retend in fənetik rītig.

Sə far, den, i admit dat Arqbisop Treng haz pointed out a rial difkslti inherent in fənetik rītig; bst whot iz dāt wən difkslti komperd wid de difksltiz ov de prezent sistem ov Ingglis spelig? It wud not bi onest tu trij tu erəd hiz garj, bi seig dat der iz bst wən prənsəsiefon rekognizd bi de ɔzej ov eduketed pipel. Dāt iz not sɔ, and dez hu nɔ best de bioloji ov laggewej, nɔ dat it kanot bi sɔ. He veri līf ov langgewej konsists in a konstant frikjon betwin de sentripetal fərs ov kəstom and de sentrifugal fərs ov individʒəl fridom. Agenst dāt difkslti derfor der iz nɔ remedi. Onli hīr agen de Arqbisop aimz tu hav overlukt de fakt dat de difkslti belongz tu de prezent sistem ov *spelig nirli* az mæg az tu de fənetik sistem. Der iz bst *wən rekognizd wə* ov spelig, bst everibodi prənəunseə

akordig tu hiz en idiosinkrasiz. It wud bi de sem wid fonetik spelig. Wsn pronsiasjon, de best rekognjz, wud hav tu bi adopted az a standard in fonetik rjtiŋ, livig tu everi Iggliŋman hiz fridom tu prouns az simef gud tu him. Wi sud luz nʒif ov whot wi nou pozes, and ol de advantejez ov fonetik rjtiŋ wud remen snimperd. Herial stet ov de kes iz, derfor, dis — Nowsn defendz de prezent sistem ov spelig; everiwn admits de siriss injuri whiq it inflikts on nasonal edukasjon. Everibodi admits de praktikal advantejez ov fonetik spelig, bst after dat, ol eksklem dat a reform ov spelig, wheder parŋal or komplit, iz imposibel. Wheder it iz imposibel or not, i gladli liv tu men ov de wrld tu desjd. Az a skolar, az a student ov de histori ov langweŋ, i simpli menten dat in everi riten laggewej a reform ov spelig iz, snner or later, inevitabel. No dout de ivil de ms be put of. I hav litel dout dat it wil bi put of for meni jenersonz, and dat a rial reform wil probabli not bi karid eksept konsrentli wid a vjotent soŋal konvulsion. Onli let de kwestion bi argud ferli. Let fakts hav ssm wet, and let it not bi sʒpezd bi men ov de wrld dat der hu defend de prinsipelz ov de *Fonetik Nʒz* ar onli titotalerz and vejeterianz, hu hav never lernd hou tu spel.

If i hav spoken strongli in sʒport ov Mr Pitman's sistem, it iz not bekoz on ol points i konsider it supirior tu de sistemz preperd bi sder reformerz, partikularli bi Mesrz Elis and Jenz, hu hav devjzd skimz ov fonetik spelig dat dispens wid eni nu tips; bst gifli bekoz it haz bin tested so larjli, and haz stud de test wel. Mr Pitman's *Fonetik Jernal* haz nou bin pʒblist ferti-for yirz, and if it iz non dat it iz pʒblist wikli in 9,250 kopiz, iq kopi representig at list fer or fiv riders, it me not ssm so veri fualif, after ol, if wi imajin dat der iz ssm vjtal pouer in dat insignifikant jerm.

PHONOGRAPHY

AS AN AID TO SELF-EDUCATION.

Phonography was first brought under my notice in the summer of 1855. I was then a servant at a farm a few miles from Banff. A watch and clock maker, calling at the farm one day on some business regarding his vocation, incidentally entered into conversation with me and drew my attention to Phonography, which he offered to teach me gratuitously. He gave me a small tract containing a statement of the advantages of shorthand, and recommendations from some eminent literary men in favor of Pitman's system. I read the tract, but, as I considered Phonography above my reach of attainment, I made no attempt to learn it at that time. About six months afterwards a circumstance occurred which brought the subject more prominently under my notice. I had then obtained another situation and was living in a distant part of the country, where a lecture on the English language was delivered under the auspices of a Mutual Improvement Society. I was present at the delivery of this lecture, and saw a reporter for the press taking notes. Next week I found the lecture reported verbatim in a local newspaper. This circumstance very much surprised me, as the gentleman who reported the lecture was formerly a ploughman, and I had myself known him in that capacity only three years previously. Learning that it was Pitman's system of shorthand which he used, I at once obtained a copy of the "Phonographic Teacher," which I got direct from Mr Pitman, who at the same time sent me some interesting tracts, and a copy of the *Phonetic Journal*. Mr Pitman's alphabet of 38 letters, giving a letter for every sound in the English language, was quite new to me, and this mode of spelling giving the exact pronunciation of every word, so attracted my attention that I made it my first object of study. After a few days I was able to read the phonetic spelling with facility, but I found that my pronunciation differed from Mr Pitman's in many instances. This led me to think that he had mispronounced some of the words, but recourse to a good pronouncing dictionary convinced me that the error lay with myself.

My school education was of the most elementary kind, and I did not learn to read with anything like correctness when at school. It is impossible, owing to the inconsistency and insufficiency of the common alphabet, to learn more than a mere smattering of the principles of orthoepy during the short period of elementary education. The spelling of a word is seldom a correct guide to its pronunciation, and it takes a long time to teach *rational* creatures the elements of learning by the *irrational* current orthography. It is a true maxim that there is no "royal road to learning," yet the rough and crooked road with the *romantic* spelling for stepping-stones, could be rendered *more pleasant and much shorter* by the adoption of a truthful pho-

netic method of spelling; and according to the testimony of Professor Max Müller, Dr R. G. Latham, and many other distinguished philologists, phonetic spelling could be adopted without obscuring the etymological and historical associations of the language.

A great majority of the working classes leave school with only a mere smattering of the elements of education. Very few of them can read with fluency and correctness, and fewer still improve in pronunciation after leaving school. This is mainly owing to the discrepancies existing between the *written* and the *spoken* word. Ignorance of pronunciation is a great obstacle to self-improvement. A person who cannot read fluently and correctly is ashamed to show his ignorance by reading aloud in the presence of others.

After leaving school I had, by reading and study, acquired a good deal of miscellaneous knowledge, but had improved myself very little in pronunciation. I only discovered the extent of my ignorance on this point after learning to read phonetic printing; and, seeing the value of the *Phonetic Journal* as a medium for teaching correct pronunciation, I became a regular reader.

I may here notice an objection that is sometimes advanced against Phonotypy, namely, that it makes bad spellers. I can only say that my experience has led me to a different conclusion; and I cannot help thinking that the majority, if not all, of those who advance this objection, are mere speculators, who cannot speak from actual experience.

I now pass to Phonography, or Phonetic Shorthand. The only object I had in view when I commenced the study of Phonography, was to acquire as much facility in writing it as would enable me to take notes of lectures and sermons. This was my highest ambition, and as such I have found it of greater utility than I anticipated. I did not at first make much progress, and after devoting a short time to the study of the rules and exercises in the "Teacher," I gave up the pursuit, in the belief that I should never be able to write shorthand with that degree of facility which would render it of any advantage to me.

After an interruption of more than six months, I made a second attempt. I went over all the rules in the "Manual," writing out all the exercises as I went along; but not meeting with my desired success, I again gave up the study. My want of success was entirely owing to the want of day-by-day practice in writing exercises. I only turned my attention to the subject now and then, often allowing a week or more to intervene between my lessons. Such a mode of procedure is a great obstacle to advancement in any study, because the mind soon acquires a tendency to shun the matter. I strongly felt this when I neglected my exercises for a week or two. My mind became alienated from the subject, so that it required a good deal of resolution to return to the pursuit.

I had no difficulty in understanding the system, for it so simple and natural, and its rules are so clear and explicit, that it can be learned by anyone of average ability, who may have obtained only the most

elementary education. But rules, however clear, are of little value without practice. This holds good in other arts as well as Phonography.

I was induced some months afterwards to give Phonography another trial. I set earnestly to work on this occasion, keeping in view the remark of Sir William Jones, that "what has been done by one man can be done by another." Half-an-hour's practice daily enabled me, after a short time, to write at the rate of forty words per minute. After having acquired the ability to write at this rate, I found the task easy and made rapid progress.

In writing out the exercises I took down summaries of passages from some of the best English authors, or from articles in the *Phonetic Journal*, then wrote out the passages in full, and compared them with the originals. This mode of practice improved me in the art of composition as well as in the art of Phonography. It also tended to occupy my mind intellectually, so that I did not look upon the exercises in learning Phonography as a mere pen-practice, but as an intellectual exercise also. In this way I acquired a degree of proficiency in composition which I should never have attained otherwise. Composition was a branch of education which I did not learn at school, and I am convinced that I should not, in after life, have bestowed the time and labor necessary to acquire the art, had I not learned it along with Phonography in the manner above stated; and I believe that the progress I made in composition was also an inducement to me to persevere with Phonography. Both arts go naturally hand in hand, and the student of the English language will derive great benefit from the study of Phonography, which gives a strong impulse to the study of English composition; and imparts readiness of thought and expression.

By continued day-by-day practice I acquired increased facility in writing Phonography, and in course of time was able to follow a slow speaker, but it took more than twelve months to attain this proficiency. I learned the system entirely from the instruction books, without the aid of a teacher, but though Phonography can be learned without a teacher, I would earnestly recommend every learner to place himself under a teacher when he can conveniently do so. His progress will on that account be more rapid and sure. I was thirty years of age before setting earnestly to work to learn Phonography, and there can be no doubt that it requires more practice to learn the system at that age, than at an earlier period of life.

I shall ever look upon Phonography as one of the most valuable acquisitions of my life. I know from my own experience, that the study of Phonography improves the memory, and trains the mind to habits of attention and application, guiding the wandering thoughts into proper channels. I must confess that before studying it my mind was very restive. My thoughts were continually running into bye-paths. I had acquired a good deal of general knowledge, but the want of method and the love of change were great obstacles to my improvement. I had not acquired that discipline of mind which

results from a regular course of education. But such discipline was in great measure supplied to me by the study of Phonography, which aided in training my mind to habits of steady thought and continuous reasoning. Phonography is well adapted to this purpose, particularly after the student has made some progress in the art, because his course becomes easier as he passes on; and when he finds himself gradually making progress, his thoughts become allured with pleasure in the pursuit, which enables him to fix his attention on the subject. Then, when he is able to follow a speaker, Phonography serves still better as a mental discipline, because the attention must be directed to the single object in pursuit, which trains the mind to habits of watchfulness, self-control, and patient industry. During the last three years I have devoted the greater portion of my leisure hours to systematic study, and in that time I have acquired more intellectual improvement than in all the rest of my life put together. This advancement I attribute to my being able to write Phonography, and to the mental discipline I received in learning the art. Without the aid of Phonography I could not have accomplished one-half of the work; neither should I have attempted it, for the drudgery in writing longhand would have been a great obstacle in the way. This drudgery gives a reluctance to professional writers to engage in composition, as well as to mere tyros in learning. Dr Johnson no doubt felt the drudgery of writing the cogitations of his fertile mind, when he made the remark that he had always to set himself doggedly to write. Dr Gregory, in his Memoir of the life of that eminent divine, Robert Hall, very graphically describes how the operation of writing longhand acts upon an active mind while engaged in composition. Mr Hall, although one of the most distinguished writers of the English language, had a great reluctance to write; and Dr Gregory, commenting on this, says: "There was the constant effort to restrain a mind naturally active, ardent, and rapid in all its movements, to a slow progression; nay, a farther effort, and to a mind so constituted a very irksome one, to bring the thoughts back from the ultimate issue to which they were incessantly hastening, again and again, by a comparatively sluggish course, the successive links in a long chain."

Since learning Phonography, one of my studies has been the Latin language. Here I found Phonography of great use to me in writing exercises. I have also found it of great benefit to me in writing essays, taking notes of reading, corresponding with other phonographers, etc.

I believe that if children, in the ordinary course of school education, were taught Phonography as an elementary branch of knowledge, they would find it of incalculable benefit in the higher branches of education. Besides this, the student would be in possession of a most important art, of the highest utility in almost every business or profession of life.

Keith Scotland, May, 1865.

J. P.

PHONOGRAPHY, OR PHONETIC SHORTHAND.

SPEECH AND WRITING are the grand mediums for the interchange of thought and affection, and thus for carrying on the necessary intercourse of life. Between these two methods of communication, there has always existed great disparity in point of facility and dispatch. To *speak*, is an exercise comparatively rapid, easy, and delightful; to *write*, is felt by all to be tedious, cumbrous, and wearisome, in an extreme degree. Is this disparity necessary? or does it result from the imperfection of our system of writing? The hand is as skilfully organized for the rapid execution of written characters, as are the lungs, larynx, mouth, tongue, and lips, for rapid speech.

In this age of intellectual and business activity, the want of an expeditious method of writing is universally felt.—“Who that is much in the habit of writing,” asks the *English Review*, “has not often wished for some means of expressing by two or three dashes of the pen, that which, as things are, it requires such an expenditure of time and labor to commit to paper? Our present mode of communication must be felt to be cumbersome in the last degree; unworthy of these days of invention: we require some means of bringing the operations of the mind, and of the hand, into closer correspondence.”

SHORTHAND.—Systems of Shorthand based upon the common alphabet, though considerably briefer than ordinary writing, are altogether incapable of supplying its place in the common business of life. On this point, no more conclusive evidence can be necessary than is afforded by the fact that, notwithstanding the art of Stenography has been employed in this country for nearly three centuries, until the invention of Phonography, few, except professional reporters, made a practical use of it. The illegibility of the old systems of Shorthand is proverbial, and the public have wisely refused to trust the record of their thoughts and deeds to its faithless keeping.

PHONOGRAPHY.—The desideratum of a *brief method of writing, briefer than the briefest Shorthand, and yet as legible as Longhand*, is supplied in Phonography, the invention of Mr Isaac Pitman, of Bath. It is already used by many thousand persons in this country, in all our Colonies, and in America, with perfect fearlessness, for all the common purposes of writing,—for correspondence, making extracts from books, book keeping, writing sermons, essays, etc., that are to be read in public, and for reporting sermons, lectures, the proceedings of law courts, and legislative assemblies, etc. It is a system of *Phonetic Shorthand*, as rapid, and as intelligible, as speech itself.

The following facts may be taken as indications of the future general adoption of Phonography:—No one who is practically acquainted with the system, ever thinks of employing Longhand when writing to a person who has a knowledge of the Phonetic Shorthand alphabet. The alphabet of the system, and the ability to read it, may be acquired in three or four hours' study. The ability to write Phonography at the rate of twenty words per minute,—the average rate at which Longhand is written,—may be acquired by any one who can already write Longhand, in from one to three months, (according to the mental *ability and aptitude* of the pupil,) by practising from half an hour to *an hour per day*. By continued practice, increased facility is attained,

and in six months the student of the art is able to report a slow speaker verbatim, at the rate of 100 words per minute. One or two months' additional practice will enable him to write at the average rate of public speaking, which is 120 words per minute.

"It appears that the system, wherever it is explained, meets a warm reception from many persons. It impresses all with an admiration of its simplicity and truthfulness, the result of the relation which it bears to natural principles; and hundreds and thousands have studied it so far as to be able to correspond in it. We find that four lessons have enabled us to convey the system into our mind, and that only practice could be further necessary to enable us to write it with ease and speed.—*Chambers's Edinburgh Journal*.

"A Corresponding Society of considerably more than a thousand advanced students, has proved beyond question the adaptation of Phonography as a brief yet legible medium of written communication. It is much briefer than any Shorthand we are acquainted with."—*British Banner*.

TO CLERGYMEN, MINISTERS, AUTHORS, ETC., Phonography will be found an invaluable aid in facilitating the expression of thought in composition, in economising their time, and in relieving them from the drudgery at present inseparable from the use of Longhand writing.

"If anything that has been contrived is worthy of being called railroads this system of writing may be so designated. It is a railroad system literally—a true railroad by reason of its expedition—a railroad by reason of its ease.

It is evident that a great portion of the time spent in composing a sermon, or writing of any kind, may, by the aid of Phonography, be saved."—*Rev. Dr Raffles*.

"I have been writing for Professor Agassiz during the last year, and within the last nine months have written from his dictation, and have copied out for the press, more than 1,000 octavo pages of 400 words each. He told me yesterday, that Phonography had enabled him to do more in one year, than he could have done in three years without it; and that he finds the facilities which it affords to him, to exceed very much the power of the human mind for work—for intellectual effort."—*Dr Edwin Leigh*, Boston, U.S.

TO BUSINESS, LITERARY AND PROFESSIONAL GENTLEMEN, ETC. Phonography offers great advantages in making memoranda, and in expediting their business; in drafting or dictating important correspondence, official documents, reports, articles for the press, book-keeping, etc.; and, as far as their correspondents are acquainted with the system, in using it in ordinary business letters.

The constant use of Phonography enables the author of the system to accomplish, with comfort to himself, an amount of correspondence, and of literary, publishing, and commercial employment, which otherwise would occupy the whole time of three persons.

The late Dr Campbell, in the *Christian Witness* for Sept., 1846, writes,—
"Had we done nothing besides our correspondence, our function would have been no sinecure; it constitutes, although unseen, a heavy addition to our visible periodical labours; and, but for the constant aid of a body of Shorthand writers, for this and our general labours, it were utterly impossible for us to get on. Job Orton, of honoured memory, in his celebrated *Letters*, often thanks God for the discovery of Shorthand, and we not seldom echo the grateful aspiration."

TO PROFESSIONAL REPORTERS, AND OTHERS, Phonography offers advantages, as a system for reporting, both in point of brevity and legibility, which are not to be found in any of the Stenographic systems.

"We are often requested by correspondents to state what is the best published system of Shorthand, and occasionally it is requested that we would name the best work to make a verbatim reporter. It may save both correspondents and ourselves some trouble in future, if we state that undoubtedly,

the best published system of Shorthand is Mr Pitman's Phonography."—*Manchester Guardian*.

"In connection with the report of the excellent addresses delivered at the great demonstration on Thursday, of the opinions of a very large majority of the citizens of Bath, which will be found in our columns this week, we should state that, by the kindness of Mr Isaac Pitman, of this city, we are enabled to give nearly a *verbatim* report of Mr Cobden's speech, *which our compositors have set up from Mr Pitman's notes.*"—*Bath Journal*.

TO MEDICAL AND LEGAL STUDENTS, AND YOUNG MEN IN GENERAL, Phonography especially recommends itself as a valuable auxiliary in the work of self-improvement, and as a means of taking notes of the addresses of professional lecturers, sermons, speeches, • discussions, etc.; for keeping a day or common-place book, making extracts from books, etc.; thus collecting material for future thought and reflection.

"For nearly thirty years I have been using a system of Shorthand, but have given it up for Phonography, which is so complete, that I do not think it possible to invent a better system. I would strongly recommend Phonography to medical students, as it will be of the greatest service to them in their future life."—*Dr Birt Davies*, Coroner for Birmingham.

"Shorthand is a valuable accomplishment, one which I have often seen confer such advantages on its possessor, as have made me vow many times that I would acquire the art myself. It enables you to take out your pencil at a moment's notice, and note down, *verbatim*, words perhaps of infinite importance, and of which it may hereafter prove of great service to yourself and your clients to have an accurate record. So many instances of the truth of these remarks must be occurring to most of those present, that I shall say no more upon the subject."—*Samuel Warren, Esq., F.R.S.*

TO LADIES, Phonography is recommended as a pleasing and useful accomplishment. The facility with which it may be written, renders it a most delightful medium for correspondence; while for noting down the numerous ideas which daily present themselves to the mind, or for transcribing the thoughts of others, when reading, it is truly invaluable.

"The large number of persons who have long practised Phonography, will all, with enthusiasm, proclaim its admirable adaptation to express thought as it arises. How full and expressive are phonographic letters! None but those who have received them can form any idea of the power which they have to call forth the kindly feelings of human nature, and the spirit of universal brotherhood. I have a letter now before me, from my brother, which contains thirteen pages, with about 200 words in each, making in all 2,600 words, written in about the same time that it would take to speak them."—*Miss S. A. C.*, in the *Phonetic Journal*, 1 April, 1850.

TO THE YOUNG IN SCHOOLS AND SEMINARIES, Phonography should be universally taught, as conducing to the attainment of a just pronunciation. Its use also helps to ripen the buds of thought with which the young mind teems, and gives ease and grace in the art of composition.

"The sooner our youth learn Shorthand, the more readily will they employ it when they become men. In reply to the question, 'What should boys be taught?' one of the Greeks wisely answered, 'That which they will have to practise when they become men.'"—*Pitman's History of Shorthand*.

"We should be glad to see a system of *writing sounds* popularly studied and brought into general use, were it only for the benefit that must result to popular articulation. We look upon Phonography as a most valuable auxiliary in teaching the Art of Speech: and our object in treating of it in this work is, that we may, by its aid, advance popular knowledge on the subject of speech. We should anticipate great good,—not to articulation alone, *but to the general interests of language and education*—if every boy in our schools were a phonographer."—*Alexander Melville Bell*.

"Man proposes, but God disposes." This proverb receives an apt illustration in the history of the Spelling Reform. The originator of the scheme of phonetic printing, for several years after he had put in motion the forces that led up to it, was innocent of any intention to disturb our "settled" orthography. He proposed merely a phonetic system of shorthand writing; the Divine Providence so disposed events that it has resulted in a reformed orthography for the English language. When Macaulay quoted our "settled" orthography as a sign and a product of a high civilisation, he could not have been aware that there are two thousand words variously spelled by good writers; and he could not have reflected that at least ten thousand others are spelled on no plan, and that what is called English orthography is a mass of anomalies. The late Bishop Thirlwall said, "The public cling to these anomalies with a tenacity proportioned to their absurdity, and are jealous of all encroachment on ground consecrated by prescription to the free play of blind caprice."

Pitman's system of *Phonetic Shorthand* was published in 1837. In 1842, when the advantages of a true system of spelling in the writing of our language had been experienced by thousands of persons, the commerce of ideas through the post which naturally arose from the propagation of so facile a system of writing, suggested the thought that similar advantages would flow from *petrified writing*, or printing. Very crude were the alphabets devised for this purpose in the first volume of the *Phonographic Journal* during 1842. The shapes of the letters were all new. It is not to be expected that a traveler going through a country which has never been explored, will take the shortest and easiest route. This first, crude method of carrying out phonetic printing was abandoned in 1843, and it was resolved to employ *a, b, c* as far as the letters represent distinct sounds, and add to the alphabet new letters for the unrepresented sounds of our language, such as *th* in *thin* (fin), and the different sound of *th* in *then* (den), *sh* in *show* (ʃ), which requires a type as much as *s* in *so* (sə), etc.

Various alphabets were proposed in the *Phonotypic Journal* during 1843, and in September of that year the new letters that were required to complete the common alphabet were ordered to be cut and cast to match one of the founts in the type foundry of Messrs V. and J. Figgins, London. It is interesting to compare this first attempt at phonetic printing with new letters, with the matured alphabet of the present day. It is unnecessary to give a key to the second specimen, and that will explain the first.

PERHAPS ÆER IZ NUØIN MØR FRØT WIA ERØR AAN ÆE
PREZENT MØD ØV ALFABETIK RÆTIN; AND ÆE IØILZ AAT
FLØ ÆERFROM AR INNUMERABEL. DR PRISTLI ØR-
ZØRVZ, "ÆE IMPERFEKXØNZ ØV ØL ALFABETS, (ÆE HIBBØ
BÆ ND MINZ ØKSEPTED,) SØM TØ ARGØ ÆEM, NOT TØ HÆT

BIN Æ PRODUKT OV DIVAN SKIL, BUT Æ REZULT OV SUE A KONKURENS OV AKSIDENT AND GRADUAL IMPRUVMENT, AZ ÆL HUUMAN ARTS, AND WHOT WI KØL INVENΣONZ, Æ ÆER BERØ TW: FOR SERTENLI, Æ ALFABETS IN US BER NQ MARKS OV Æ REGULARITI OV Æ WERKS OV NETUR: Æ MØR WI KONSIDER Æ LATER Æ MØR RIZON WI SI TW ADMAR ÆER BUTI, JUST PROPØRΣONZ, AND KONSEKWENT FITNES TW ANSER ÆER RESPEKTIV ENÐZ: WHERAZ, Æ MØR WI EKZAMIN Æ FORMER, Æ MØR DEFLEKTS, SUPERFLUITIZ, AND IMPERFEKΣONZ OV ÆL KANDZ, DØ WI DISKUVER IN ÆEM."—*Phonotypic Journal*, Jan., 1844.

Perhaps der iz nadj mØr frof wid eror ðan ðe prezent mØd ov alfabetik rjti; and ðe ivilz ðat fØ ðerfrom ar innumerabel. Dr Pristli obzervz, "ðe imperfekjonz ov Æl alfabets, (ðe Hæbru bi nØ minz eksepted,) sim tu argu ðem, not tu hav bin ðe proðskt ov Divin skil, bst ðe rezult ov ssg a konkarens ov aksident and gradual impruvment, az Æl huuman arts, and whot wi kØl invenjonz, Ø ðer berf tu: for sertenli, ðe alfabts in us, ber nØ marks ov ðe regulariti ov ðe wsrks ov netur: ðe mØr wi konsider ðe later, ðe mØr rizon wi si tu admjr ðer buti, jst propØrjonz, and konsekwent fitnes tu anser ðer respektiv enðz: wheraz, ðe mØr wi ekzamin ðe former, ðe mØr defekts, superfluitiz, and imperfekjonz ov Æl kjndz, ðu wi diskvør in ðem."

The first alphabet was arranged by the joint efforts of Mr Isaac Pitman and Mr A. J. Ellis, B.A.

In this present year, 1875, the Spelling Reform has entered on a new phase. It is now located in a commodious and conspicuous building, sixty feet in length, and five storeys high, in the centre of Bath. Steam power and printing machinery are employed for the production of *Phonetic Journals*, "Teachers," "Manuals," "Reporters," etc. Phonographers throughout the country have subscribed and paid for this building, and a gentleman residing in Newcastle-on-Tyne, Mr John Coltman, has given £300 for the production of tracts in advocacy of the *Spelling* department of the united Reading, Writing, and Spelling Reform. He proposes that the best papers and passages in defence of a phonetic orthography that have appeared in the thirty-three yearly volumes of the *Phonetic Journal* be issued as tracts, and circulated, some gratuitously, and the rest at the nominal cost of 3d. per gross for two-page tracts, 6d. four pages, 1s. eight pages, and 2s. (or ½d. each) for sixteen pages. Fifteen thousand copies of each sheet of sixteen pages of these Extracts will be printed, two-thirds of which will be circulated as tracts, and one-third reserved for binding in volumes, to be sold at a low price.

A ½lb. parcel of Tracts explanatory of Phonetic Shorthand and Phonetic Printing, may be had from I. Pitman, Phonetic Institute, Bath; post-paid, 6d.

In every pursuit in life it is necessary to success that we have a clear view of the object sought, and strong convictions of its importance. Without the first we shall not see our way, and without the second we shall not walk in it with such energy as to attain the object. The object at which spelling reformers aim is the representation of speech on simple and unerring principles. Everyone knows that our present spelling is a mass of confusion and contradiction. Our alphabet is deficient in letters to represent the elementary sounds of the language,—which it is the sole object of letters to represent,—and the few letters that we have we misemploy in every conceivable and inconceivable manner. Spelling reformers have a strong conviction of the importance of rectifying this, and preventing the waste of time which is occasioned by our having to learn all the anomalies of English orthography before we can express our thoughts in writing.

But we not only seek to save time by writing, for each word, just those letters that compose it, and no more; we wish further to write the simplest forms by which those sounds or letters can be expressed. Thus we have in view two objects that are perfectly compatible—to spell in accordance with speech, and to write by shorthand characters.

The importance of the object we have in view it is impossible to overestimate, or to estimate with more than a distant approximation to the truth. I think this will be evident if we consider that all thought and affection comes by influx, and is not generated or originated in our own minds. Indeed it is as impossible for a person to conceive an original idea, that is, to originate an idea, as it is for him to create a thing. An idea is a mental image of a thing, and *to think is to thing*, or to see things by the eye of the mind. Seeing then that we derive our thoughts from others, from men around us, from books written by men who have left us, and from those “ministering spirits” who, as the great Apostle assures us, are constantly with us, and they from others again, and so on, until we come to the highest angels, who receive their ideas from God, the Source of all ideas—it becomes a question of the deepest interest, How can we facilitate mental communication?—for to facilitate the intercourse of one mind with another is to gain knowledge faster. The view I have attempted to present of the reception or formation of ideas, namely, that it is from influx, by communication with other minds, is taught throughout the Holy Scriptures, and is expressly affirmed in the passage, “A man can receive nothing, except it be given him from heaven.”

We see a proof of the truth of this in the difference between a rustic who, having little communication with other minds, has scarcely two ideas in his head, and a citizen, whose mind, in consequence of being in constant communication with his fellow-citizens, is a little world of ideas.

There are only two methods of communication,—namely, by *speech*, and by direct or indirect visible signs of ideas. Of the

the direct make the cumbrous hieroglyphic writing known and used in China, which keeps that nation stationary; the indirect signs of ideas make the facile alphabetic writing known and used throughout Europe. Communication by speech is possible only when those who wish to converse are in the same place; communication by signs can be carried on when they are distant from each other. We are now come to that phase of civilization in which there is far more communication by signs—letters—than by vocal intercourse. Hence arises the necessity of shortening the process of communication by signs to the greatest extent compatible with legibility. The powers of speech are limited to the utterance of about 200 words per minute in private discourse, and 150 in addressing large audiences. The powers of ordinary writing extend only to about 25 words per minute. Speech is to writing as six to one, and yet there is an immensely greater amount of information imparted by writing than by speech. Communication by means of printing—the noblest of the arts—can be effected with a degree of rapidity which seems to have no limit. We now produce 15,000 copies of a large newspaper in an hour, and could produce 15,000,000 in the same time by employing the requisite number of hands. Our object then is to raise writing to the level of speech, and this is effected by the Phonetic Shorthand Alphabet, as thousands of witnesses are ready to testify.

These general remarks seem to point to the conclusion that a reform of our spelling and the facilitation of the operation of writing, are as much necessities of the age as are gas, railways, the telegraph, and photography.

As to the prospects of the Spelling Reform I can only speak of them as similar to the prospects of the continuance of the earth, of summer and winter, of seed-time and harvest. I am sometimes asked if I suppose phonetic spelling will ever become general, and I sometimes reply by returning the question—Do you think that the present anomalous spelling will continue for ever? and I have never yet, I think, received an answer in the affirmative. Truth must prevail; it is a portion of the kingdom of God, which is a kingdom of truth and righteousness.

Just one word to phonographers in the form of exhortation—for we are all apt to flag in our efforts for good. Let us remember that we are engaged in the erection of a literary and religious edifice that, as a means of increasing communication, and thus as an instrument of social happiness, will exceed our present system of writing and printing, as much as our magnificent system of railway conveyance is in advance of the means of locomotion that previously existed. Let us remember that we are working for the ages that are to follow us, and let us do our work well, persistently, and quickly.—*I. Pitman in Phon. Journal, 1869, p. 221.*

A 4lb. parcel of Tracts explanatory of Phonetic Shorthand and Phonetic Printing, may be had from I. Pitman, Phonetic Institute, Bath; post-paid, 8d.

In the pronunciation of the English language, foreigners find great difficulty, resulting from the extreme difference between its orthoepy and its orthography, and also from the various sounds attached to the same combinations of letters. They cannot conceive why *a* should have four different sounds, as in *hat*, *hate*, *call*, *rather*,—or why *ough* should have four [seven] different sounds, as in *cough*, *plough*, *through*, *erough* [*though*, *ought*, *lough*,]—or *u* three sounds, as in *tub*, *tube*, *bull*.

While the grammar of our language in consequence of the paucity of its inflections, and the almost total want of genders, except those formed by nature, is among the most simple in the world, the difficulty of the pronunciation to foreigners is probably not exceeded by that of any other language. Hence it frequently happens, that foreigners, who have resided here for five ten, or fifteen years, are unable to pronounce our language with tolerable correctness: whereas, Americans, English, and Irish, acquire the pronunciation of the French or Spanish, in a year or two.

In these observations I have no reference to some few sounds not to be found in other languages; as the *th*, which very few foreigners can pronounce, although the rule by which it is enunciated, is very simple; which is, to press the tongue against the upper teeth, and then try to pronounce the *d* of the German or French.

For the last two hundred years, though the orthoepy of our language has greatly varied, as is the case with most languages, our orthography has remained almost stationary, as may be seen by comparing the edition of the Bible translated under James I. with those in use at present. The French orthography, during that period, has undergone very considerable changes; and the Spanish and Italian still more. In both of the latter languages the orthography conforms to the orthoepy as much as possible. The following sentence in the Italian embraces all the sounds in that language; insomuch that a foreigner who acquires the pronunciation of it, is qualified to pronounce the entire literature of that language, as the same combinations of letters always produce the same sounds:—

“Ciaschedúno sà, che come non v'è còsa che più dispiaccia a Dio, che l'ingratitude, e l'inosservanza de' suoi precetti; così non v'è niente che cagioni maggiormente la desolazione di questo universo, che la cecità e superbia degli uòmini, la pazzia de' gentili, e l'ignoranza, e ostinazione de' Giudei, e degli Scismatici.”

“Casheduno sa, ke kome non ve kosa ke pu dispiaca a Dio, ke l'ingratitude, e l'inosservanza de' suoi preçeti; kosi non ve niente ke kajoni majormente la desolatzione di kwesto universo, ke la çecità e superbia deli wòmini (or del wòmini), la patzia de' jentili, e l'ignoranza, e ostinatzione de' Judei, e deli Scismatici.”

The Royal Academy of Madrid lately regulated the Spanish orthography, and rendered it conformable with the existing orthoepy.

The reason assigned for the pertinacious rejection of any attempt to change the orthography of the English language, is, that by adhering to the old orthography, we can more readily ascertain the etymology of our words! This object is at best hardly plausible. It has not the weight of a feather, when put into the scale against the disadvantage we experience in our intercourse with foreigners, from the difficulty they find in acquiring our pronunciation.

Dr. Johnson, the great leviathan of lexicography, retained the *u* in *governour*, and various other words of similar termination, wherein it is not sounded, because those words are derived from the French *gouverneur*, &c., &c.!!—but spelled *author* without the *u*, because it was derived from the Latin *auctor*!!

Dr. Thornton published, in America, in 1790, a small book, which is styled “*Cadmus, or a Treatise on Written Language*,” in which he recommended an almost total change of the orthography, and introduced several new characters.

William Pelham, a bookseller of Boston, published a work which he called “*A System of Notation, representing the sounds of the alphabetical characters, by a new application of the accents in present use, with such additions as are necessary to supply deficiencies.*”

He published *Rasselas*, punctuated according to his system, and accompanied by the original on the opposite pages.

Mr. Webster’s idea went no further than to change the orthography in cases in which the discrepancy was very great. I annex a few specimens:—

“The following collection consists of *Essays and Fugitive Peeees*, ritten at various times, and on different occasions, az wil appeer by their dates and subjects.

“Most of thoze peeecs, which have appeered before in periodical papers and magazeens, were published with fictitious signatures; for I very erly discuvered, that altho the name of an old and respectable karacter givs credit and consequence to hiz ritings, yet the name of a yung man iz often prejudicial to hiz performances.

“During the course of ten or twelve yeers, I hav been laboring to correct popular errors, to assist my yung brethren in the road to truth and virtue: my publicat ons for theze purposes hav been numerous; much time haz been spent, which I do not regret, and much censure incurred, which my hart tells me I do not dezerv. The influence of a yung writer cannot be so powerful or extensiv az that of an established karacter.”

Mr. Webster, in his preface, assigns strong reasons in favour of his proposed alterations, which it would be in vain to attempt to refute.—“*Philosophy of Common Sense*,” published in the *U. States of America*.

A 1lb. parcel of Tracts explanatory of Phonetic Shorthand and Phonetic Printing, may be had from I. Pitman, Phonetic Institute, Bath; post-paid, 6d.

*From Speeches delivered at the Birmingham Phonetic Festival,
in Dee's Royal Hotel, 18 July, 1843.*

There are now in the bud, not one or two, but many inventions, gradually unfolding to our view, of whose powers and capabilities we can, as yet, form no conception, but which may hereafter rival any we already possess. The most sanguine cannot half conceive what may be accomplished in a few years by some of these, and especially by that whose triumphs and whose praises we have met this night to celebrate. It was fit, that in an age of activity and invention, Phonography [based on phonetic science] should appear—a science suited to such an age—a science that will soon become *the science of the age*, and the results of which will stamp the character of the age. But its importance can be appreciated by those only who know something of it. It has engaged my attention now for some time, and the more I know of it, the more transcendent its value appears. I regard it in a two-fold light; as a means of expressing sounds upon paper; and as an easy, simple, and rapid mode of writing language. In the former aspect, it is a science of a value that can never be rightly appreciated till it comes to be universally known. It must be applied to printing; books, so printed, must begin to be commonly used; the reading of such books must be taught in our schools, not merely to a few, as an accomplishment, but to whole schools, as the science of reading; it must be taught to persons of all circumstances and all ages, before its true value can be at all rightly appreciated. The benevolent and sanguine mind will glance forward and realize in anticipation the almost incredibly rapid rate at which reading, now so difficult an art, may then be attained by the dullest intellect, whether of ill-fed child, over-toiled operative, or half-brutalized savage. The science must be thus reduced to the test of actual experience in the various modes hinted at, ere to the great bulk of mankind, its immense importance shall appear evident. But, who that knows something of its beauties can help perceiving that by reducing the labor of overcoming the first stumbling-block in the road to knowledge,—the art of reading,—it will open up to the untaught millions of our race, opportunities of acquiring knowledge till now not dreamed of. Our missionaries will now no longer have to spend months in a hard, tedious, un instructive effort to teach a false and absurd art, but will be enabled, in as many weeks, or perhaps, in far less time, by a delightful process, to place in the hands of the wildest barbarian, a key to the knowledge of the world.—*H. Edgar, esq.*

The business which I would particularly address you on this evening is, a plan which Mr Pitman has under hand, and which I have no doubt he will carry through successfully. It is Phontypography. His intention is, to have a perfect alphabet, which is to contain every elementary sound in the language, and no *superfluous letters*. Such, I conceive, was every alphabet at its

first promulgation; as far, at least, as the authors of them were capable of carrying their intentions into effect; therefore I submit that what I am, in my humble way, forwarding, is not an *innovation*; it is a *restoration*. You will, perhaps, give me credit for being able to form a judgment in this matter, when I say I have been employed in teaching the pronunciation of the English language, for nearly the whole of the present century.

Inquiries have been made with respect to the possibility of bringing forward a phonetic alphabet, and it is found that £50 will be sufficient to try the experiment. I find too that Mr Pitman has a thousand subscribers to his Journal, and it so happens that a thousand shillings are £50. I venture, therefore, to suggest that every subscriber to the Journal should give the small sum of one shilling; and the £50 would be thus advanced. I would not recommend it to be urged on any person to subscribe any great sum; but if anyone, in his wealth and bounty can make his shilling into a pound, or his pound into ten pounds, it will be well; but I do not *urge* it. If I have your approbation, I shall have done something towards the promotion of so good a work.—*T. W. Hill, esq., father of Sir Rowland Hill, the Post Office Reformer.*

At the seventh annual Birmingham Phonetic Festival, 1849, Mr Hill, then in his 87th year (he died in 1851) said,—

I hope I can muster strength of lungs to be heard within a limited circle. Time has been when I had the pleasure of addressing 10,000 of my fellow-townsmen, and could be heard by all, I believe, by the remotest. Those days are past. To be heard, I will do my best. My task will be short; and I trust to your indulgence, which I have often experienced, for the absence of all severity of criticism. [It may be remarked, that Mr Hill spoke in a clear, firm tone, distinctly audible to all in the room, by whom he was listened to with profound attention.] So much has been done by the numerous able speakers that have preceded me, that little is left to be wished for; still less, perhaps, it will be in my power to accomplish. There is one feature of Phonotypy, which, as far as I can recollect, has not been touched upon by any preceding speaker,—and I have watched them with the closest attention,—and which you will allow me to rest upon for a short time, as a most important secondary purpose—if it be secondary—of Phonotypy. It is this. Learning the romanio miscalled “orthography” at the earliest age, we learn to rest our faith upon *authority*. If a child asks, “How can it be that *jee*, double *o*, *d* spells *gōōd*, while *b*, *i*, double *o*, *d* spells not *blōōd* but *blōōd*,” what answer can you make to that child? You can only say, “Such is the usage; so your grandfather spelt, so he pronounced; so I spell, so I pronounce; so you must spell, so you must pronounce.” Now let us consider what is the effect of this. Instead of teaching that child the true way to learn, instead of *teaching him analogy*, which is the great foundation of all our *reasoning*, we teach him what may be called *counteranalogy*; we

teach him that instead of having to go along a straightforward, intelligible path, he is to pursue a crooked, mazy road, in which he is always in danger of losing himself,—in which he cannot find his way without a guide, and yet can meet with none. He thus grows up in helplessness. A child that is perpetually dangled in leading-strings, will never be able to walk with vigor by himself. Keep him in a go-cart seven years, and then send him out, and see what a tottering concern he will make of it. Such is the effect of our miscalled orthography. We learn to trust to authority when we are young, we depend upon authority as we grow up. We don't ask what dress will keep us warm, or even what is becoming, but what is the fashion. Our daughters and wives ask, What bonnet did Lady So-and-so appear in at the ball? and they shape their bonnets accordingly. But, my good friends, far be it from me to bear upon the honor of the female sex. What do we men do? I will tell you what we do, and I will also tell you what we do not. You see me driven by the necessities of age to cover my half-bald head with a cap. Now, an excellent friend, a relation of mine, I have no doubt shortened his life, because he had not the courage to cover his head in the manner that I do. A younger man than myself by three or four years, he has been dead five or six. Such is the influence of fashion. And we men are as anxious about our coats, and jackets, and hats, as those whom we look to as following fashion more implicitly. But fashion does not end in dress. It carries itself into all our movements. Look to politics, look to religion, look to all our proceedings, and see how we are governed by authority. Authority, I grant, in many cases, leads correctly; but that which leads, can *mislead*, and it is our duty to learn how to save ourselves from being misled; and in order that we may have strength for that purpose,—or, at least, that our children may have it,—let us begin with them betimes; let them use a phonetic alphabet, I care not what it be,—let it be *phonetic*—let the business of orthography be straightforward, unembarrassing. Let them learn what is true, and what is good: and Phonotypy *has* that effect, and will train the child in the exercise of his reasoning powers. There is an old maxim—but I have learnt to despise some old maxims—there is a maxim 2,000 years old, that “in usage is based the decision, the right of dictation, and the standard of language.” I deny that; and you, as a phonotypic assembly, will go with me. My friends here, on the right and left, (pointing to Messrs Pitman and Ellis,) are gigantic opponents of usage. They say usage is not, and shall not be, the standard of written or alphabetic language; and they are right. They are using gigantic efforts, and I have the means of knowing what those efforts are. It may appear wonderful, but I can say, with perfect truth, that I was a student of the phonetic art for three quarters of a century before I saw it brought out. I saw it

brought out by my friend, Mr Pitman, and I rejoiced in his day. I know there are those who maintain that Phonotypy is not wanted, that our present alphabet answers all the purposes required. My friend at my right (Mr Ellis) has shown you that the romanio alphabet, so far from being fit for general use, is utterly *unfit*. But I will come home, and be a little familiar; you will excuse me for being so; I am an old man. Let the established orthography try its powers only in depicting the *dialects* of the different districts of England. I will give them a task. I am sure that many of you have heard the word *want* (*wont*) pronounced *want* (*pant*). Let the ordinary orthographer inform us how that word is pronounced. He must use the same letters to express the provincial, as he uses to express the correct sound [namely, *want* in both cases, instead of *wont* for the true, and *want* for the erroneous pronunciation, as in Phonotypy.] I will give you another. *Water*, in Worcestershire, is cold *water*; in another district *water*; and in a third place it is *winter*. Now let me ask these patrons of the established orthography, how will they convey these sounds in the dialects of their own county? How will they go, then, to the East Indies, to the native Americans, and native Africans? how will they show us by writing how the people there speak? I say that the necessities for Phonotypy are so pressing, that we cannot be sufficiently thankful to the men whose zeal, labor, and indomitable perseverance, and whose personal self-sacrifice have brought forward this glorious era. My friends, I find myself nearly exhausted; will you allow me one moment? Will you allow me, standing near the verge of life, to call your attention for a moment to that glorious Author of all that is good, from whom proceeds all that we enjoy. It is he,—it is his power that has inspired our friends, and which has given us this glorious prize. Will you join me a moment in devout aspirations to him, that he will forward the good work, that he will bring it to an issue. The fountain which had not sprung out of the earth six years ago, when I had the great happiness to propose, in such an assembly as this, a subscription for the purpose of bringing out Phonotypy, [alluding to the circumstance that Mr Hill first proposed a subscription for making matrixes for phonetic letters, at the first Birmingham Phonetic Festival, in 1843]—that call has been doubly, trebly, in a fourfold manner answered; — Phonotypy now, from being an unseen fountain of water, has sprung up and become a river; it is now becoming a sea, and will, under the Divine blessing, become an ocean, that will cover the whole face—I would not say the whole face of the earth, but a great part of the beautiful world will be blest by that knowledge which will be carried to it through the means of Phonotypy. Let us breathe our fervent aspirations to that Divine power to whom we look for all that is good, for all *that is excellent*.

A 4th. parcel of Tracts explanatory of Phonetic Shorthand and Phonetic Printing, may be had from I. Pitman, Phonetic Institute, Bath; post-paid, &c.

As it is usually managed, it is a dreadful task, indeed, to learn, and if possible, a more dreadful task to teach, to read. With the help of counters, and coaxing, and gingerbread, or by dint of reiterated pain and terror, the names of the four-and-twenty letters of the alphabet are, perhaps, in the course of some weeks, firmly fixed in the pupil's memory. So much the worse; all these names will disturb him, if he have common sense, and at every step must stop his progress. To begin with the vowels; each of these has several different sounds, and consequently ought to have several names, or different signs, to distinguish the letter in different circumstances. In the first lesson of the spelling-book, the child begins with, *a-b* makes *ab* (ab); (¹) *b-a* makes *ba* (be). The inference—if any general inference can be drawn from this lesson—is, that when *a* comes before *b*, it has one sound, and after *b*, it has another sound; but this is contradicted by and by, and it appears that *a* after *b* has various sounds, as in *ball* (bɔl), in *bat* (bat), in *bare* (ber). The letter *i* in *fire* (fir) is *i* (i) as we call it in the alphabet; but in *fir* (fer) it is changed; in *pin* (pin) it is changed again; so that the child, being ordered to affix to the same sign a variety of sounds and names, and not knowing in what circumstances to obey, and in what to disregard the contradictory injunctions imposed upon him, pronounces sounds at hazard, and adheres positively to the last ruled case, or maintains an apparently sullen, or truly philosophic and sceptical silence. Must *e* in *pew*, (pu), and *e* in *where* (wher), and *e* in *her* (her), and *e* in *fear* (fir), all be called *e* (i) alike? The child is patted on the head for reading *u* as it ought to be pronounced in *future* (fytur); but if, remembering this encouragement, the pupil should venture to pronounce *u* in *gun* and *bun* in the same way (gʌn and bʌn), he will inevitably be disgraced. Pain and shame impress precepts upon the mind; the child, therefore, is intent upon remembering the new sound of *u* in *bun*; but when he comes to *busy* (bizi), and *burial* (berial), and *prudence* (prʊdens) his last precedent will lead him fatally astray, into (bɜzi, bɜrial, prɜdens), and he will again be called a dunce. *O*, in the exclamation *oh*! (ɔ) is happily called by its alphabetical name; but in *to* (tu) we can hardly know it again; and in *morning* (mɔrnɪŋ) and *wonder* (wʌndər), it has a third and a fourth additional sound. The amphibious letter *y*, which is either a vowel or a consonant, has one sound in one character, and two sounds in the other; as a consonant, it is pronounced as in *yesterday* (jɛstərdeɪ); in *try* (tri) it is sounded as *i* (i); and in *any* (eni), and in the termination of many other words it is sounded

¹ Phonotypes have been introduced in this quotation, partly to make evident to the eye those variations of sound which a reader would make evident to the ear, and partly to show their great ease in teaching children to read.

like *e* (short *ee*). Must a child know all this by intuition, or must it be whipped into him? But he must know a great deal more before he can read the most common words. What length of time should we allow him for learning when *e* is to be sounded *k*, and when like *s*; and how much longer time shall we add for learning, when *s* shall be pronounced *sh* (*f*), as in *sure* (*jur*), or *z* as in *has* (*haz*); the sound of which last letter, *z*, he cannot, by any conjuration, obtain from the letter *zed*, the only name by which he has been taught to call it? How much time shall be allowed a patient tutor for teaching a docile pupil, when *g* is to be sounded soft (*j*), and when hard (*g*). There are many carefully worded rules in the spelling books, specifying before what letters, and in what situations *g* shall vary in sound; but unfortunately these rules are difficult to be learned by heart, and still more difficult to understand. These laws, however positive, are not found to be of universal application; or, at least, a child has not always wit or time to apply them upon the spur of the occasion. In coming to the words, *Good gentleman, get an ingenious grammar* (Gud jentelman get an injini^{ss} grammar), he may be puzzled by the nice distinctions he is to make in pronunciation in cases apparently similar; but he has not yet become acquainted with all the powers of this privileged letter. In company with *h*, it assumes the character of *f*, as in *tough* (*tɒf*); the next time he meets it perhaps, and as nearly as possible in the same circumstances, is in the word *though* (*ðɒ*); but now *g* is to become a silent letter, and is to pass incognito, and the child would commit an unpardonable error if he claimed the incognito as his late acquaintance *f*. Still all these are slight difficulties; a moment's reflection must convince us, that by teaching the common names of every consonant in the alphabet, we prepare a child for misery when he begins to spell or read. Suppose that, after having learned the alphabet a child were to attempt to read the words, *Here is some apple pie*. He would pronounce the letters thus:—*Acheare ies esœme apepeele peie*, (Egiari jes esœemi epipieli piji). With this pronunciation, the child could never decipher these simple words (and guess they meant *hir iz sœm apel pi*). It will be answered perhaps, that no child is expected to read as soon as he has learned his alphabet; a long initiation of monosyllabic, dissyllabic, trissyllabic, and polysyllabic words is previously to be submitted to; nor after this inauguration, are the novices capable of performing, with propriety, the ceremony of reading whole words and sentences. By a different method of teaching, all this waste of labor and of time—all this confusion of rules and exceptions—and all the consequent confusion in the understanding of the pupil, may be avoided.—“*Practical Education*, by Maria and R. S. Edgeworth;” 2nd edition, London, 1801; vol. 1, chap. 2, pp. 62, 67.

A 4th. parcel of Tracts explanatory of Phonetic Shorthand and Phonetic Printing, may be had from I. Pitman, Phonetic Institute, Bath; post-paid, 6d.

The idea of a simple, perfect, and universal language as a medium of communication for all nations, has long been a favorite speculation of philosophic minds; but it has been reserved for the present age to witness the first decided step towards the attainment of this most desirable object; which is, a common alphabet for all languages. This has been effected by the construction of a system of phonetic notation, better adapted than any hitherto used for the written expression of the sounds of every known language.

It is a proverbial saying, that "Truth lies in a well:" so we find the great labor attendant on this and other pre-eminently useful objects is not so much that of making new discoveries as in divesting a valuable machine from the dust and lumber which the absurdity of false custom and the indolence of ages have suffered to accumulate upon it. The nearer we approach to the truth the greater will be the simplicity of our inventions; and it is a quality peculiar to the productions of genius, that almost everyone, on inspecting them, is surprised that a thing so easy and so obvious to the meanest understanding had not previously been suggested to his own mind.

The merit of this new method of printing consists in this; that all the sounds of the human voice used in the articulation of our language are represented each by a distinct type or letter. The primary sounds are much fewer in number than a person unaccustomed to the scientific investigation of languages would suppose: thus the English language has been found to contain not more than six essentially different simple sounds, which are usually called vowels; and these are formed into words by not more than thirteen primary articulations or consonants, together with an aspirate or hard breathing represented by the character *h*.

It is obvious, from the principles here laid down, that a person perfectly conversant with the practical use of the entire system of phonetic notation, would be able to write down from the speaker's voice, though not so rapidly as the usual rate of utterance, and afterwards to read, the words of a foreign language, though he might be entirely ignorant of their signification. That such is truly the case, we, and many others, have had visible proofs.

From the circumstance of an art, which has been misnamed *Orthography*, being usually taught at all our public schools, some persons have been induced to believe that such a science as *Orthography* really exists as applied to the graphic expression of the English language. In this, we hesitate not to say, they are entirely mistaken; for a more disorderly, lawless, and difficult mode of expressing the sounds of the English language than the one now in use could scarcely be contrived by the most inveterate enemy to human improvement. But this method has been made the standard absurdity of the age, by the labors and authority of lexicographers, who ought, in the first instance, to have attempted its

reconstruction and adaptation to the best style of pronunciation. We are willing, however, to qualify this sweeping denunciation, if any of our readers can select from the 3,200 monosyllable which are the basis of our language, 50 words that are spelled according to their true sound, and without superfluous letters; or, if he can produce 50 such from the 50,000 words of more than one syllable. In default of such testimony to the value of our present orthography, we may boldly declare that the system of Phonography here described is the first and only complete system of English orthography ever yet presented to the British public; and as such we cannot but warmly recommend it to the notice of those who have experienced the excessive labor and difficulty of instilling into the infant mind that appalling tissue of absurdities involved in our present practice of misspelling words.

We would ask anyone who objects to the abandonment of an absurd and difficult style of spelling, merely because it is ancient, Have we not already made some alterations in our method of spelling since the days of Chaucer; and if these changes have been rather for the worse than for the better, why should we not adopt an easy, practical, and perfect system, and leave the old method to the dead languages, to which it properly belongs; also for the use of antiquarians in tracing the derivation of words? It possesses no other possible use that we can conceive.

In order to effect such alteration, it is not absolutely necessary that we should have, as in France, a supreme literary tribunal, having the power to give to its decisions the force of an authority which shall render them binding on the public. It is a much wiser method to let the system rely on its own intrinsic merits, without attempting the smallest infringement on the right of personal liberty; we have but to form a society, to issue our publications at a moderate cost, to lay both systems fairly before the public, and we have not the slightest hesitation in confiding in that ancient maxim, "Magna est veritas, et prævalebit."

Like all other great attempts to benefit mankind, this system of spelling has had to contend with no trifling measure of opposition from the envious and ignorant, as well as with the influence of those persons, who as a matter of principle resist even the slightest innovation on ancient usage, and who are ever ready to exclaim — "How is it possible for a man to be wiser than his grandfather?" But since such opposition, by producing discussion and inquiry, has tended rather to the furtherance of the object in view than otherwise, it would be unreasonable to complain, in the face of the unrepented and triumphant success which, during the few years it has been before the public, has justly rewarded the liberality of its inventor. — *Phonotypic Journal*, 1844, p. 28.

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Dr Johnson says, "Language was, at its beginning, merely oral, and all words of necessary or common use were spoken before they were written; and, while they were unfixed by any visible signs, must have been spoken with great diversity, as we now observe those persons who cannot read, to catch sounds imperfectly, and utter them negligently. When this wild and barbarous jargon was first reduced to an alphabet, every penman endeavored to express, as he could, the sounds which he was accustomed to pronounce, or to receive; and vitiated, in writing, such words as were already vitiated in speech. The powers of the letters, when they were applied to a new language, must have been vague and unsettled, and therefore different hands would exhibit the same sounds by different combinations."

We are so familiar with our common mode of writing, that we frequently do not see the full extent of its inconsistencies and absurdities; but they are more fully seen when we engage in the difficult task of teaching a foreigner or a child to read our language. In consequence of each letter having so many different sounds, and the same sound being represented in so many ways, it is a dreadful task. It has been found, by careful calculation, that out of the 50,000 words contained in our language, there are only fifty in which the names of the letters, taken consecutively, give the sound of the word! Many words are so glaringly inconsistent, that not a single letter of which they are composed, as to its *name*, is heard! Such are the words, *cough*, *cow*, *of*, *as*, etc. There is no rule, order, or method in our spelling; each word has to be learnt separately; and if it were not for our constant practice in reading and writing, orthography would be a more difficult study than it is at present. Several years have been spent in constructing a system of writing free from these defects, and of so simple a character, as to be capable of general adoption. Everyone will admit that the phonetic principle of writing is the only correct one—that is, to write every word exactly as it is pronounced; and that every deviation from it is only *error*, to which we accustom ourselves by habit; and, from having so long practised this erroneous method, our so-called orthography is got into the state so justly described as "one great falsehood, composed of almost as many lesser untruths as there are words in the language, all springing from one fountain, namely, an imperfect alphabet." It has been found impossible to effect a reformation with our present alphabet, "in which neither does each letter represent a distinct sound, nor are all the simple sounds provided with letters; the alphabet being redundant in three consonants and deficient in six consonants and nine vowels." Hence it follows, that in order to spell correctly we must have a new alphabet, which ought to consist of all the elementary sounds of which our language is composed. A simple sign should then be appropriated to each sound; and to express our language correctly in writing, the marks,

representing the sounds of which the words are composed, should be written. This is precisely what has been so beautifully accomplished in the Phonetic Alphabet, which is a philosophical mode of writing, by means an of *alphabet*, comprising all the elementary *sounds* in language, arranged in natural order, each *sound* having its own appropriate simple *sign*.

Nirli tiv yirz after de psblikefon ov Fönografi, de rapid spread ov de sistem az a brif, bytiful, and tru med ov ritin, prompted de dezir for a korespondin metod ov *printin*; and de wel-dijested sistem ov elementari soundz, dat formd de basis ov Fönografi, servd ikwali wel az a foundefon for Fönotipi.

It will be seen by this short specimen that Phonotypy is capable of giving the exact pronunciation of each word, and that consequently a word cannot be erroneously pronounced but by misreading the letters. By making as few alterations as possible in the old Roman alphabet, there are but few words so altered as not to be recognised at first sight, and the eye soon gets reconciled to the improvement; whereas, had a new alphabet been adopted, the change would have been so great, that our language would not have been known. In Phonotypy, the slightest variations of pronunciation can be made visible to the eye, as effectually as, by the living voice, they are made audible to the ear. Some people view the idea of a reformation of our written and printed medium of communication as Utopian and visionary, and think phonographers must be phonomaniacs to attempt such a change; but if they compare our present spelling and printing with that of a few hundred years ago, they will see that a greater change *has* been made than what is now attempted. The change from the old black letter to our present Roman character was a great improvement; but that cannot be said of the changes in the orthography, which, though quite as many as we would now make, were for the worse rather than for the better; while the alteration now proposed would do away with all the evils attendant upon a false orthography.

To learn to *read* on the phonetic principle, would require scarcely one-tenth of the time and labor that are necessary with our present misnamed letters. Words would then be spelled by the letters or sounds of which they are composed, and the child would have but to name the letters of a given word, and he would, at all times, obtain its exact pronunciation. The missionary Williams wisely acted upon this plan, in reducing the South Sea Islanders' languages to writing. He says, in his *Enterprises*, "As each word is spelled precisely as it is pronounced, no difficulty is experienced in teaching the children spelling. They have only to be instructed in the sounds of the letters, and when these are acquired they consequently spell the longest word with ease." *Such* will be the case with our children when phonetic spelling is *generally adopted*.

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O U G H. (*Oh you GH!*)

The Count Antonio, a young Italian gentleman, on a visit to England, for the purpose of learning the language, is taking a walk with his friend and tutor, Mr Beauchamp (Bigan). Scene, a green lane between meadows.

Count Antonio (speaking with a very slight accent): "But how beautiful it is, the place. In Italy we have more equal, more hot weather, and less of wet; but I should willingly exchange our dryness for this most beautiful verdure."

Mr Beauchamp: "Upon my honor, John Bull must feel quite proud of such a compliment from the denizen of a climate like yours! But you are right: among your vines, your luscious fruits, under your clear sky and genial sun, I have often longed for a meadow such as this over the hedge. It seemed as if the mere sight of it would quench my thirst."

Count: "I can understand. It is very fine."

Mr B.: "The great drawback is, that we can never make sure of enjoying it thoroughly, for though there seldom passes an entire day in which one cannot get out of doors at all, yet the frequent rains make the ground wet, and often make one pay the penalty of a rheumatism for rural indulgences."

Count: "Ah, I know it well. When I first came to England I had a cow, and kept it for a long while."

Mr B.: "For the sake of the milk?"

Count: "Why, old Mrs Johnson prescribed ass's milk to get rid of it."

Mr B.: "To get rid of what?"

Count: "The cow. She said it would settle on my lungs."

Mr B.: "Ha! ha! Excuse me, my dear Count. I admire but cannot imitate the politeness of you Italians, who never laugh at verbal blunders. A cow is a female ox. We call your inflection not a cow (kou), but a *cauf* (kof)."

Count: "A *cauf*! Ah, I shall never learn all your diverse modes of speaking the words."

Mr B.: "Do not despair; you have got on wonderfully; you speak almost like a native already, and only want time to learn the irregularities of the language, which I must confess are numerous."

Count: "It is all irregularity! I do believe, truly, that almost every word is pronounced unlike all the rest."

Mr B.: "Come, you exaggerate."

Count: "Scarcely; there is hardly any rule that applies to more than half a dozen words; and very often the same characters are pronounced in different modes. Your own name is example. B e a u c h a m p, which you call *Beecham*. What is the use of the *a*, the *s*, and the *p*, in that word? And even this

fantastic mode of pronouncing it is not fixed. *Eau* is pronounced all ways. You might say, Little Miss *Beecham* is the *beau*-ideal of infant beauty," (de bə-jdial ov infant bʏti).

Mr B.: "Ha! ha! You are a most complimentary philologist."

Count: "The fact is, the pronunciation is only to be acquired by the study of every individual word. What a labor for a foreigner! A general key to it will never be found, thauf soft like a diamond."

Mr B.: "Soft like a diamond? I believe a diamond is the hardest substance in nature. Nor do I see how that which you complain of as hard, can be soft."

Count: "Soft? Do you not say; or seeked?"

Mr B.: "I comprehend; you mean *sought* (sɔt), which reminds me that you should have said *though* (ðə), not *thauf*" (ðɔf).

Count: "That o u g h again! it is my slow (slə) of Despond. To conquer the difficulty is a job as taw as the sounds are raw;—as raw as the voice of a daw or chaw."

Mr B.: Chaw? You should have said *slow*, by the by, *slough* (slou), not *slow* (slə). By taw (tə), I suspect you mean *tough* (tɜf); but what do you mean by being as raw as a chaw."

Count: "Chaw (çə)? Is there not a bird, a Cornish chaw; and its voice is raw, is it not?"

Mr B.: A *chuff*, a *chough* (çɜf); and, as you say, its voice is *ruff* (rɜf). The *bird* you may call raw, until it is cooked."

Count: Your corrections serve only to mislead me, you see. You may knead the language into as many shapes as easily as duff."

Mr B.: "Doe, dough (ðə)."

Count: "Dough,—and therefore you might draw a rule about it as easily as you might *plow* (plə) a furrow in Low Iron, or Low Swilly, or any other low."

Mr B.: "Plough (plou) you mean; and you should say Lock (Lok) Swilly, and I suppose Lock Iron; but you seem more learned than I am in British geography."

Count: "Enoc (enok). It is hopeless."

Mr B.: "Enoch?"

Count: "Basta, basta," (enough, enough).

Mr B.: "Oh! enough" (enzf).

Count: "I shall never get *thruff* it! *Ough*! I have *foot dotily* (fɔt dɔtɪli—fought doughtily) with the difficulty; but it is *thorawfully* (tɜrɔli—thoroughly) impossible to conquer. I have *soked* (sɔkt—sought) for a clue to the labyrinth, as eagerly as—a pig at his *true* (tru—trough). All I have gained is *knot* (nɔt—nought).—"*Story-Teller*," June, 1843.

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ACT FOR THE AMENDMENT OF THE ORTHOGRAPHY OF SURNAMES.

"Whereas divers and sundry persons, subjects of Her Most Gracious Majesty, Victoria, of Great Britain and Ireland, Queen, Defender of the Faith, are known, called, and designated by certain surnames, which are spelt one way and pronounced another; and whereas such names are so spelt that nobody upon earth could, from their spelling, have the remotest idea of their pronunciation; by reason whereof, others, faithful subjects of Her said Majesty, are continually led into mistakes in the utterance of them, thereby often giving great offence to their owners, and exposing themselves unto derision and ridicule, to their no small discomfort and discomposure of mind; and moreover, whereas a great many other inconveniences are by the same means occasioned;

"Be it enacted, That, from the passing of this Act, henceforth, and for ever, no Person calling himself *Chumley*, shall spell his name *Cholmondeley*; and that all manner of Persons who think proper to spell their names *Cholmondeley*, shall pronounce their said names, and have them pronounced of others, precisely as they are spelt; that is to say, as words of four syllables, with a due and distinct emphasis on each.

"And whereas the name of *Beauchamp* is of French origin, be it further enacted that the said name shall be sounded of all men as nearly as possible after the French manner, and shall not be pronounced *Beecham* under any pretence whatever; and that all manner of Persons calling themselves *Beecham* shall write and spell their names and shall have them written and spelt accordingly; provided always that in case they prefer to spell them *Beechum*, they shall be at liberty to do so.

"In like manner be it further enacted, That *Marjoribanks* shall be spelt *Marchbanks*; *Wemyss*, *Wims*; and *Colquhoun*, *Cohoon*; or, if not, then that they also shall be pronounced as they are spelt, and not in any other manner. And furthermore, Be it enacted, That all other names not expressly mentioned in this Act shall be spoken according to their Orthography. And, lastly, Be it Enacted, That any person of what degree soever, offending against any one of the provisions of this Act either by spelling his own name, or that of anybody else, differently from the way in which he pronounces it, or by pronouncing it differently from the manner in which he spells it, shall forfeit for each offence a sum not exceeding Five Shillings."

If the above Bill is not likely to do as much good to the country as any that has been as yet introduced into Parliament this Session, *Punch* will allow himself to be shot.—*Punch*, 18 May 1844.

Counsel's Opinion on the above Act.—It has been determined that all words are names, which are added over and above (our) &c

things; hence, *semble*, all words are *surnames*. *Semble*, therefore, that this act applies to all words in our language. Let the members of the Phonetic Society, "faithful subjects of Her Majesty aforesaid," be diligent in carrying out and enforcing the provisions of this act. The public will then all heartily assent to Mr *Punch's* opinion as expressed in the text.

I have frequently been amused at the astonishment which individuals have manifested when I have happened to direct their attention to the absurd spelling of words—"Well to be sure! how *very* strange that we never noticed it before!" And so it is with millions who still go groping along as did their fathers before them, through the sombre, sinuous, and ill-proportioned chambers of a foul and musty castle, called orthography, alike unconscious of their own unenviable situation, and the bright sun of phonetic truth that is so gloriously beaming about them. Oh! happy, felicitous insensibility! If "ignorance is bliss," surely then *theirs* is a condition of bliss who are pursuing a mode of writing full of incongruities and nonsense, and yet are insensible of it! There are oases even in this "desert" though: I will just tell you of one. A short time ago, two youths, about twelve or fourteen years of age, having had no education, I believe, but such as they had derived from the Sunday-school, were one day disposed to enter the lists and run a tilt with each other, with a view of trying their respective orthographical prowess. After a few lances had been broken, without much injury ensuing to either party, one of them assuming the air of a pedagogue—excuse my changing the metaphor—yet having, withal, a sly twinkle in the corners of his eyes, as much as to say, "Now I've got you!" interrogated the other in this wise, "Can ta spell *pop*?" "*Pop*? *pop*!" replied the other, apparently not a little indignant that so small a word should have been proposed, and with the evident intention of posing him. "*Pop*?" repeated he contemptuously, "why I should *think* I can!" "Well, let's hear thee, then," demanded the embryo pedagogue. "*P o p*!" responded the other, very flippantly, and with an air of triumph, at which Dominie losing the gravity which so well becometh such personages, burst into a hearty laugh, exclaiming in the height of his glee, "Why, that's not *pop*! it's *pope*!" The one enjoyed the thing with a "righte merrie" chuckle; while the other, being a little "taken a-back" reluctantly acknowledged his defeat! Neither of them had heard a word about Phonetic spelling, and yet how forcibly they had illustrated its beautiful principles! To my mind this was something very much like "sport made science in earnest."
—Edward Ridgway, in the "*Phonotypic Journal*," 1844, page 22.

A ½b. parcel of Tracts explanatory of Phonetic Shorthand and Phonetic Printing, may be had from I. Pitman, Phonetic Institute, Bath; post-paid, 6d.

THE FUTURE OF THE ENGLISH LANGUAGE.

*A Paper read before the Leeds Shorthand Writers' Association,
8th October, 1875, by Mr J. H. Moore.*

In all ages of the world, to a greater or less extent, a desire has been felt for some means of breaking down the barriers which have opposed themselves against intercourse between nations, in the form of differences of language. It is not my intention on the present occasion to go back to the beginning of human speech, or to try to discover the origin of these differences of language; it is sufficient for my purpose to note the fact of their existence. It may be said that the pressure of this want was not felt with equal severity during the earlier ages, whilst the number of those who traveled was but small; but from the time of the revival of learning in Europe, and especially from the 18th century downwards, the vast number of scholars sent out by the several universities and schools of this country and the Continent, men of kindred tastes and feelings though of alien blood, have manifested their desire for fraternal intercourse by the expedient of adopting what was called a *lingua franca*, or a language in which all scholars of whatever nation could speak and write. This language was the Latin, which, down to about 100 years ago, was used as a common vehicle of communication between men of learning and culture throughout Europe. All important scientific and other treatises were written in it, and all works which were intended for circulation over Europe. The works of Melancthon and Calvin, the "Novum Organum" of Bacon, the "Principia" of Newton, and the whole of the scientific and theological works of Swedenborg may be taken as cases in point. Bacon gives the reason for writing in Latin in these words:—"I do conceive that the Latin volumes, being the universal language, may last as long as books last."

The exigencies of intercourse between Governments have also required the adoption of a common language. French has generally been employed for this purpose, and down to a recent period has had exclusive possession of the field; latterly also trenching somewhat upon the ground formerly occupied by the Latin as the language of science and art. But signs are not wanting that this will not always be the case. Looking over the *Phonetic Journal* for some years back, I find a short but interesting passage upon this point, which I will here quote.

"In modern history, French has been for a long time the official language; of the language of politicians, of diplomats, of international relations, of sciences, of arts; in fact, the language in which, by a sort of tacit understanding, the different nations of the world agreed to express and intercommunicate themselves. French represented the empire, the people, the monarchy or the spoken as well as of the written word.

"But, alas, the day is now at hand when it is indicated that we shall have to go into mourning for this monarchy. The fact can no longer be hidden that the French language is losing ground; that from year to year, it is de-

sendig de steps ov its fœn. It iz not enli dat wi si dis downward muvmint; bst our atenjon haz bin risentli dron tu it agen bi a buk pœblift in Lsndon, and in Igglif, bi a Frençman. De wœrk ov whiq wi spik, M. Lui Blau's "Repliz tu de Markwis ov Normanbi," woz prohibited in dis kœntri (Frans), and it haz konsekwentli not kœm snder our iz—wi, ov kœrs, never ridin forbidden buks. Besidz, wi kanot okupj ourselvz in dis ples wid ider de past opinioanz ov de eks-member ov de Prœvizional gœvernment, nor wid hiz prezent pozisjon. Neverdeles, wi mœst konfes, dat de simpel fakt ov de orijinal pœblikejon ov M. Lui Blau's buk in Igglif haz strœk sœ az a simpton ov de abandonment ov de Frenç langgwej.

"Wi onli ekspres a jeneral idia when wi se dat jot wil olwez and at eni pris find its ekspresjon. If not in wœn langgwej it wil disksver in anœder de minz ov duinj sœ. When truuf haz desended intu a hœman sel, and haz frœsktifid, de flouer wil spred and ekstend, whotever obstakelz me intervœn. Sjilens, snder sœg serksœmstansœz, wud bi mœr dan a sœijsid—it wud bi an infantisid. Ljt iz not med tu bi hiden snder a busel. Hi hu haz resivd it holdz it mirli in trœst, bound tu komuniket it frili for serkulejon frœ de wœrld. 'De revolusjonz ov hœl ejez,' az Milton admirabli ekspresœz it, 'ofœn du not reksœver a lost or neglekted truuf; yet in defolt ov dat, entjr nœfœnz mœst sœfer for ever.'"

"It iz kwjt serten dat, in de gret konkœrs ov hœman œteransœz, de frœst langgwej wil sltimetli trijmsf, and bekœm de spœc ov de wœrld. It iz ljœ de mœst œpen rœd, whiq œveribodi preferz tekin,—ljœ de kœrs ov gret riverz, alœj whiq nœfœnz travel. It materz litel whœr de tek œer sœrs: de belœj tu œl in komœn, havin œœ partikular krœd, œœ kœlor, œœ nœjonaliti. De œœ wid langgwejez. De wœn in whiq mœn kan spik mœst, loggest, and ofœnest, iz fur fœnali tu vœkwjœ de œderz, and tu asend de fœnœn.

"Formerli, if eni œbjœkt—invenjon, disksœveri, triti, ets.,—woz deœjrd tu bi spred and tu bi popularizœd, it woz ider riten or translated in Frenç. If mœn ov diferent nœfœnz met iq œder, de, az a mater ov kœrs, spœk Frenç. Frenç woz de langgwej ov salœnz, ov akademiz, ov sjœterz, and ov kœrts,—de langgwej ov œveribodi hu kud rid and rjt. And our nœfœn nœj dis sœ wel dat a Frençman never jot ov akwœrin a foren tœj, fur tu find hiz œœn spœken wherever hi mœt sœ.

"Ah, hou œl dis haz œœnjœd! Luk around u, and si hou Igglif iz spœken nou-a-dez kwjt az mœœ az Frenç. And in ten yœrz hœns it wil bi stil mœr sœ—œœr biœj skœrsli a œjld hu dœz not lœrn de Igglif langgwej. Ingland, tu, haz a gret advantej in dis rjœvalri ov langgwejez; si haz kolœniz. Olœredi de hœl ov Norœ Amerika spiks Igglif—whiq minz dat wœn de Sœuf Amerika wil du de œœm. India spiks Igglif, and œjœa and Japan œœ dout œr œœjœ tu lœrn it tu. Ov œl nœfœnz, Ingland iz de fœrst tu set fut œn eni kœst, nœœn or œœnœœ; and not œœnli dœz si set fut, bst plants her standard and her langgwej. œœr never woz a Robinson Krœsœ hu woz not œn Igglifman.

"œl dat Frans formerli did in propagand and in kolœnizejon si did bi minz ov her langgwej. It woz her idiom whiq, bi œniversal konsent, had bin rekœgnizœd tu bi de klirest œœ wel az de fœstœt for de interœjn ov jeneral idiaœ. Whj iz Frenç not nou sœ wid-sœred, sœ popular in de wœrld. De œœnsœr, wi œr œfred, wud lid sœ tu far; wi œœrfor limit ourselvœ hir mirli tu œœtœt it œœ a fakt."

In the 19th century, with its enormous extension of commerce

and intercourse between nations, and its multiplied and rapid means of transit, this desire for a common language has received a development which is altogether unparalleled. The union of nations and the universal brotherhood of men has begun to be something more than a mere dream of philanthropists; it has actually made some slight progress towards accomplishment already, and it has shown itself to be capable of realization in the future: how far or how near we know not.

But this fusion of the human race into one great family can never take place until the world shall agree not only to be one in thought, but one in speech; and in this matter also some remarkable progress has been made,—the earnest of still greater things to follow. Indeed, it may be said that the progress which the world has made towards a common language seems to be greater and more rapid than that which it has made towards community of sentiment. And not the least remarkable circumstance to be noted is that neither the Latin nor the French appears to have been chosen for this purpose, but our own language; and this from causes over which the rest of the world would seem to have little or no control. At the beginning of this century the whole English-speaking population of the world did not number more than twenty millions, if so many. They now number fully eighty millions, and are distributed over the surface of the globe in many positions which give them great influence over other nations. We may reckon the distribution of the English language as follows:—

In the U. States of America	English is spoken by	41 millions
In Great Britain and Ireland	"	32 "
In British dependencies in North America	"	5 "
In Australia, New Zealand, Tasmania, etc.,	"	2 "
In British dependencies in Asia, etc.,	by more than	1 "

Total 81 millions.

These numbers, although large, and although they show that the English is at present the most extensively spoken of the languages of civilization, would not be of so great value in this connection except for the fact of their distribution over so many parts of the world. If this population were confined to a single country, such for instance as Russia, it would be comparatively futile to argue in favor of the universal extension of its language; but when we find it spread over so many and such extensive regions; when in fact we find that the Anglo-Saxon race is in possession of by far the greater part of the colonizable area of the globe, in the two continents of America and Africa, the continental island of Australia, and many other parts, besides exercising supreme authority over an immense extent of densely peopled country in India, and possessing extensive commercial relations with another equally densely peopled country adjoining, namely, *China*; when also we find that this energetic race dominates over

the whole northern half of the continent of America, it is abundantly evident that the language of the British Isles will at no very distant period be spoken by a very large and rapidly increasing proportion of the inhabitants of the world; and that it will become, as indeed it is now fast becoming, the universal language of commerce, science, and diplomacy.

It may be said, however, that the English language is not the only one in use on the great American continent, or even within the boundaries of the United States. True; but it is the dominant language; the language of the nation. There may be, and are, settlements or villages of Germans and other foreigners scattered over the vast area of the States; but however these may endeavor to isolate themselves and to preserve their native languages, it will not be possible to prevent the national tongue from ultimately displacing them. No people in the world are more tenacious of their mother tongue than the Welsh, who try all kinds of expedients to preserve it and to prevent its dying out; but notwithstanding all their endeavors this language must sooner or later become extinct, even as the Erse and Gaelic, or the ancient Cornish.

Mr W. E. A. Axon of Manchester, in an article on this subject in the *Phonetic Journal* of 13th September, 1873, says:—"It is tolerably clear that the English is the language of the future; no other European language can compete with it, for no other race has the same wide field for extension. The emigrants who crowd to the West, be they Latin, Teutonic, or Scandinavian, become most surely and certainly Americanized. For a time they may endeavor to retain the language of their fatherland, but the attempt is hopeless. 'In America,' says Sir Charles Dilke, 'the peoples of the world are being fused together, but they run into an English mould; Alfred's laws and Chaucer's tongue are theirs, whether they will or no.' In South America, Spanish is the common language, and in Brazil ten million persons use the Portuguese; but neither of these has any propagandist power, and they will in all probability disappear before the more energetic English speech. The German-speaking peoples have no colonies or dependencies; those of France are unimportant; while those of Great Britain are scattered over every part of the earth. The British empire covers nearly a third of the surface of the globe, and British subjects are nearly a fourth of the population of the world. The native races of India, numbering 190 millions of human beings, are governed by a mere handful of Englishmen; and it would be no new thing in the world's history if these subject races were to learn and adopt the language of their conquerors. That our language and literature are extensively cultivated by the educated natives already, we know; but how long it will take before scholastic agencies reach the great masses of the people it is hard to say."

From the *Edinburgh Review* we quote the following:—"The entire number of persons who speak certain of the languages of northern Europe—languages of considerable literary repute—is

not equal to the number simply added every year by the increase of population, to those who speak the English language in England and America alone. There are persons now living who will in all probability see it the vernacular language of 150 millions of the earth's civilized population. Although French is spoken by a considerable proportion of the population of Canada, and although in the United States there is a large and tolerably compact body of German-speaking Germans, these languages must gradually melt away, as the Welsh and Gaelic have melted away before the English in our own island. The time will speedily be here when a gigantic community in America, besides rising and improving colonies in Africa and Australia, will speak the same language, and that the language of a nation holding a high position amongst the empires of Europe. When this time shall have arrived, the other languages of Europe will be reduced to the same relative position with regard to the prominent language as that in which the Basque stands to the Spanish, or the Finnish to the Russian. For such predominance the English language possesses admirable qualifications, standing as it does midway between the German and Scandinavian branches of the ancient Teutonic, and also uniting the Teutonic with the Romanic in a manner to which no other language has any pretension. A prize was given in 1796 by the Academy at Berlin for an essay on the comparison of fourteen ancient and modern languages of Europe, and in that the author, Jaenisch, assigns the palm of general excellence to the English."

We have seen that there is in the character of the Anglo-Saxon race, and in their distribution over the world, ample reason to account for the rapid spread of their language; but in addition to this we find another very important element in the calculation, namely, the wonderful power of growth possessed by populations of this race as compared with some others. At the present rate of increase, (which is likely to be fully maintained or rather greatly accelerated in the future, as preventive causes in the shape of defective sanitary arrangements and unhealthy habits disappear,) the population of England doubles every fifty-six years; that of America every twenty-five years; while the populations of other European nations take from 90 to 140 years to accomplish the same increase. The calculation has been made that in the year 2000 the English language will be spoken by at least 1837 millions of people, or about one-third more than the present population of the world! while the whole of the leading European languages together will be spoken by just half that number, or 919 millions. This calculation, which provides only for the current increase of all the leading languages, shows the immense preponderance of the English, but takes not into account the desire to which I have referred above, for a common vehicle of intercourse between nations, which will be felt with ever-increasing intensity as the years roll on, as facilities for traveling multiply, as international commerce expands, as education spreads in this country and in other countries,—and

which will cause the English language to be acquired by great numbers of people on the continent, in India, in China, and elsewhere; nor does it take into account the possible adoption of the language by that interesting people the Japanese, with their forty millions of population; nor the spread of the language by means of missionaries in numerous heathen countries.

The forces, then, which are at work to help the English language into universal acceptance may be thus summarised.—1. The extensive distribution of the English-speaking race over the face of the earth. 2. Their energetic and enterprising character. 3. Their more rapid rate of increase in population as compared with other nations. 4. The spread of the language by means of missionaries and commercial intercourse. And lastly, the increasingly-felt desire for a common medium of communication, owing to the extension of traveling facilities. All these forces acting together give to the English language an enormous power of expansion, of making inroads, as it were, on the domains of other languages, and to a certain extent supplanting them. To all appearance, therefore, looking at the probabilities of the case, the language of these islands will become the language of the world, both civilized and uncivilized; for the barbarous tongues of savage nations will certainly disappear, and that sooner than the languages of civilized peoples, notwithstanding the fact that our missionaries have apparently given some of them a new lease of life by reducing them to writing.

But the question now arises, Is the English language of sufficient merit, as compared with others, to warrant us in expecting that it will become universal? To this we reply that it seems to combine in an eminent degree all the excellencies which separately distinguish the best languages of the world. It has a sturdy framework, simple and strong, like the British constitution; it has received in the past, and is capable therefore of receiving in the future, enrichment from other languages; indeed, its vocabulary now includes contributions from almost every language of the world. An eminent German writer, Jacob Grimm, thus speaks of it:—"The English language possesses a power of expression such as was never, perhaps, attained by any other human tongue. Its altogether intellectual and singularly happy foundation and government, and development, has arisen from a surprising alliance between the two noblest languages of antiquity, the German and the Romanesque; the relation of which to each other is well known to be such that the former supplies the material foundation, and the latter the abstract notions. Yes, truly, the English language may with good reason call itself the universal language, and seems chosen, like the English people, to rule in future times in a still greater degree in all corners of the earth. In richness, sound reason, and flexibility, no modern tongue can compare with it—not even the German, which must shake off many a weakness *before it can enter the lists with the English.*"

Our language may not be quite so musical as the Italian, so

terse or epigrammatic as the French, so well adapted for profound philosophical disquisition as the German, so noble and sonorous as the Spanish; but it possesses all these qualities in a very serviceable degree, and in the hands of good writers or on the lips of good speakers it can be made marvellously beautiful. If, however, the several excellencies which distinguish other languages do not reach so high a point in the English, neither do some of their defects. The unpleasant nasal of the French is not heard in it, nor the harsh guttural of the German. It is true that in the dialect of the English which is spoken north of the Tweed the guttural is sometimes present, but this does not affect our argument. The language of the bard of Ayrshire, although doubtless made classical to a great extent by his writings and those of Sir Walter Scott, is not English, but Scotch, and will in all probability disappear with other dialects before the spread of education. So also with the dialect of this county (Yorkshire) and all other districts in England, which are in fact rapidly dying out, in spite of all attempts to keep them alive by means of the press. The schoolmaster, who is now hard at work, will, sooner or later, drive out these varieties of speech, and replace them by the pure English spoken by educated persons in all parts of the country.

When we consider the marvelous progress which our language has already made, we are struck with amazement; and to those whose attention has been directed to the state of our orthography the question naturally occurs, How much more might have been accomplished if its written form had been an accurate representation of it instead of a travesty or a caricature—a true picture instead of a distorted image. There is no doubt that hundreds of thousands of foreigners who are now ignorant of English might have learned it but for its forbidding dress, which is a tremendous obstacle in the way of Englishmen, to say nothing of the foreigner. The *Journal of the Typographic Arts*, for August 1860, says:—

“Most Englishmen regard their mother tongue with affectionate complacency, and we think they have good reason for doing so; for though an attentive examination will enable us to discover some anomalies which mar its theoretical harmony, it is, nevertheless, a magnificent growth. Its progress has kept pace with the mental and material progress of the nation, and it reflects in its structure the varied features of national experience and character. A thousand years ago it was a simple language adapted to the use of a simple people with a scanty literature. In the long interval that separates their time from ours, its resources have been increased by contributions from the languages of every land and age; it is the birthright of seventy millions of people who occupy a front place in the ranks of civilization, and its capabilities have been tested in every walk of science and literature. Through the whole period of its development, however, it has labored under the serious disadvantage of a defective representation; its orthography has always been barbarous, and the inconsistencies of our

spelling are to this day most grievous. About 1770 Thomas Sheridan wrote:—"Such indeed is the state of our written language that the darkest hieroglyphics or most difficult cyphers which the art of man has hitherto found out, were not better calculated to conceal the sentiments of those who used them from all who had not the key, than the state of our spelling is to conceal the true pronunciation from all except a few well-educated natives." And the complaint could be as well sustained now as it was then. A few years ago Prof. Grimm, the eminent German philologist, remarked, 'English may be considered as the language of the world out of Europe; and this idiom, which (by a bold mixture of Gothic or Roman elements, and by a fusion of their grammatical forms which this rendered necessary) has attained an incomparable degree of fluency, appears destined by nature, more than any other that exists, to become the world's language. Did not a whimsical, antiquated orthography stand in the way, the universality of this language would be still more evident; and we other Europeans may esteem ourselves fortunate that the English nation has not yet made the discovery.'

The English language, apart from its orthography, is not difficult of acquisition. Dr Thorell, junior Professor of Zoology in the University of Upsala, says that in his opinion English will one day become the common scientific language of the world, not only because it is far more widely diffused over every part of the earth than any other culture-language, and that already two of the greatest nations publish in it the results of their scientific labors, but because English, on account of its simple grammar, and as combining in nearly the same degree Teutonic and Romanic elements, is by most Europeans more easily acquired than any other language.

Such, then, being the noble character of our language, and such its glorious destiny, it behoves Englishmen, and more especially those who, like ourselves, have had their eyes opened to see the only obstacle which can retard the accomplishment of that destiny, to bestir themselves and to do all that lies in their power towards sweeping it out of the way. And if everyone who has faith in the future of the English language as the language of the world will unite to his faith its appropriate works, very much may be done in this direction, even by so small a handful as we are. Much has already been done; the reformed orthography has been constructed, and not only so, but it has been used and tested by ample experience, and is in perfect working order. Let us, then, press its claims upon the attention of every friend of education, and get it introduced into the schools, so that the next generation of Englishmen may be prepared for its adoption by actual experience of its benefits. What we can do let us do quickly, and God will help us in our good work.—"*Phonetic Journal*," 1875, page 489.

A lib. parcel of Tracts explanatory of Phonetic Shorthand and Phonetic Printing, may be had from I. Pitman, Phonetic Institute, Bath; post-paid, &c.

**CORRESPONDENCE BETWEEN MISS STEPHENSON
AND DR BENJAMIN FRANKLIN.**

The following letters were written in a phonetic alphabet which was proposed by Franklin, except the final sentence of Miss Stephenson's letter.

From Miss Stephenson, to Dr Franklin.

Kensington, 26th September, 1768.

Dear Sir,—I have transcribed your alphabet, etc., which you think might be of service to those who wish to acquire an accurate pronunciation, if that could be fixed; but I see many inconveniences, as well as difficulties, that would attend the bringing your letters and orthography into common use. All our etymologies would be lost, consequently we could not ascertain the meaning of many words; the distinction too, between words of different meaning and similar sound would be useless, unless we living writers publish new editions. In short I believe you must let people spell on in their old way, and (as I find it easiest) do the same ourselves. With ease and with sincerity I can, in the old way, subscribe myself,

Dear Sir, your faithful and affectionate servant,

Dr Franklin.

M. S.

ANSWER TO MISS STEPHENSON.

Dear Madam,—The objection you make to rectifying our alphabet, "that it would be attended with inconveniences and difficulties," is a natural one; for it always occurs when any reformation is proposed; whether in religion, government, laws, and even down as low as roads and wheel carriages. The true question then, is not whether there will be no difficulties or inconveniences, but wherever the difficulties may not be surmounted; and whether the conveniences will not, on the whole, be greater than the inconveniences. In this case, the difficulties are only in the beginning of the practice: when they are once overcome, the advantages are lasting. To either you or me, who spell well in the present mode, I imagine the difficulty of changing that mode for the new, is not so great, but that we might perfectly get over it in a week's writing. As to those who do not spell well, if the two difficulties are compared, namely, that of teaching them true spelling in the present mode, and that of teaching them the new alphabet and the new spelling according to it, I am confident that the latter would be by far the least. They naturally fall into the new method already, as much as the imperfection of their alphabet will admit of; their present bad spelling is only bad, because contrary to the present bad rules: under the new rules it would be good. The difficulty of learning to spell well in the old way is so great, that few attain it; thousands and thousands writing on to old age, without ever being able to acquire it. It is, besides, a difficulty continually increasing, as the sound gradually varies more and more from the spelling; and to foreigners it makes the

learning to pronounce our language, as written in our books, almost impossible.

Now, as to "the inconveniences" you mention. The first is, that "all our etymologies would be lost, consequently we could not ascertain the meaning of many words." Etymologies are at present very uncertain; but such as they are, the old books would still preserve them, and etymologists would there find them.

Words in the course of time, change their meanings, as well as their spelling and pronunciation; and we do not look to etymology for their present meanings. If I should call a man a knave and a villain, he would hardly be satisfied with my telling him, that one of the words originally signified only a lad or servant; and the other an under ploughman, or the inhabitant of a village. It is from present usage only the meaning of words is to be determined.

Your second inconvenience is, that "the distinction between words of different meaning and similar sound would be destroyed." That distinction is already destroyed in pronouncing them; and we rely on the sense alone of the sentence to ascertain, which of the several words, similar in sound, we intend. If this is sufficient in the rapidity of discourse, it will be much more so in written sentences, which may be read leisurely, and attended to more particularly in case of difficulty, than we can attend to a past sentence, while the speaker is hurrying us along with new ones.

Your third inconvenience is, that "all the books already written would be useless." This inconvenience would only come on gradually, in a course of ages. I and you, and other now living readers, would hardly forget the use of them. People would long learn to read the old writing though they practised the new. And the inconvenience is not greater than what has actually happened in a similar case, in Italy. Formerly, its inhabitants all spoke and wrote Latin: as the language changed, the spelling followed it. It is true that at present, a mere unlearned Italian cannot read the Latin books; though they are still read and understood by many. But, if the spelling had never been changed, he would now have found it much more difficult to read and write his own language; for written words would have had no relation to sounds, they would only have stood for things; so that if he would express in writing the idea he has, when he sounds the word Vescovo, he must use the letters Episcopopus. In short, whatever the difficulties and inconveniences now are, they will be more easily surmounted now, than hereafter; and some time or other, it must be done; or our writing will become the same with the Chinese, as to the difficulty of learning and using it. And it would already have been such, if we had continued the Saxon spelling and writing, used by our forefathers. I am, my dear friend, yours affectionately,

Craven street, London, 28 Sept., 1768.

B: FRANKLIN.

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Man arrives at a knowledge of truth—and this knowledge embraces everything that affects his happiness—only by experience, by treasuring up the remembrance of past failures and successes; the one to serve as a beacon, the other as a guide, to his future course. But it is evident that the experience of any single individual would serve to conduct him but a very short distance on the way to the temple of truth. Cut off from communication with his fellows, or deprived of the benefit of *their* experience, each would commence the journey of life at the same point, to terminate it nearly the same goal (the difference in the progress made by various individuals being measured by that of their respective capacities), and thus the human race would ever continue in the savage state.

By means, however, of social intercourse, and of the intercommunication of thought, rendered permanent by being stamped in indelible characters, man's capacity is enlarged, his individual defects are supplied, and he is enabled to profit by the experience of others as well as by his own. Rich stores of intellectual wealth have thus been accumulated for the benefit of all future time; the arts and sciences of all kinds have been advanced to an extent unknown to, and undreamt of, in the former ages of the world; and civilization is fast penetrating into the *ultima thule* of the globe.

If such, then, be the results already obtained, and yet to be anticipated, from the invention of the graphic art—an art secondary only to speech, (as in every instance the sign must be secondary to the signified)—can we over-rate its importance, or too highly appreciate its value?—and as a natural consequence, might it not have been expected that every exertion would have been made to bring it as nearly as possible to a state of perfection? Yet, how far this is from being the case, everyone, who has devoted an hour's thought to the consideration of the subject, must be but too well aware; and his regret will have been equalled only by his astonishment that, during the lapse of ages, so little should have been done to improve that which has itself been the means of improving everything else. We have the letters Cadmus gave, and, with a few slight variations, we have them *as* he gave them—little having been done in the way of addition, and almost nothing in the way of improvement; so that, while all other arts have progressed towards perfection, that which has mainly contributed to their advancement is in nearly the same condition as it was some thousand years ago. Writing is, or professes to be, a representation, by graphic signs, of the sounds of which speech is composed. Consequently, every system of writing, to be complete, ought to have a sign for every vocal sound, and *only one sound for every sign*. But where is the system, and to what language is it applied, of which it can be predicated that it fulfils these conditions?

On the contrary, has there ever been one devised, from the time of Cadmus downward, which has even approached the accomplishment of the end which it virtually professes to have in view?

Our own language, beyond all others, is remarkable for the discordance between its orthography and its orthoepy, and is proverbial for the difficulty of its acquirement by foreigners, principally on this account. But the greatest difficulty is experienced by those who are necessarily incapable of comprehending its cause till years of toil have enabled them to overcome and to *forget it*—I mean the young, those who are for the first time beginning to learn to read. An essential feature in a good system of phonetic signs is, that the characters should be so formed and classed that a knowledge of them may be readily acquired and easily retained. But this is very far from being the case with any system at present in existence: and, in addition to the embarrassment experienced by learners, in consequence of the variety of functions which the same signs are made to perform, and the frequent introduction of many into words where they perform no function at all, there is another, (and that neither slight nor unimportant), arising from the total disregard of all *phonetic principle* which seems to have presided over the formation of every system of *phonetic signs*.

Under sɜʃ sɜrkʌmstansɜz, iz it wʌndɜrfʊl ðæt sɜ mʌʃ ɒv ðe tɪm ðevɔtəd tu wɔt iz kɔld ðe ɛdʊkɛʃən ɒv ʊt ʃʊd bi kɔnsʊmd in gɪvɪŋ ðəm nɔt nɔləj, bʌt ðe maɪnz ɒv prɛkʊrɪŋ ɪt?—nɔt in meɪkɪŋ ðəm wɜrkmen, bʌt in prɒvɪdɪŋ ðəm wɪð tuʊlz. It iz, ðaʊtles, in kɔnsɛkwɛns ɒv ðe grɛt dɪfɪkʌlti atɛndɪŋ ɪts ɛkwɪrment ðæt ðe maɪ ɛbɪlɪti tu rɪd and rɪt haz ʌsʊmd, in ðe maɪndz ɒv mɛni, sɜ ɛndʊ ʌn ɪmɔrtʌns, ðæt ðe pɔzɛʃən ɒv ɪt iz rɛgɑrdɛd ʌz, ɒv ɪtsɛlf, ɛntɪtɪlɪŋ ʌ pɜrsn tu bi lʊkt ʊpɔn ʌz ɛdʊkɛtɛd. ʌz wɛl maɪt wɪ plɛs ʌ sɔ ɔr ʌ plɛn in ʌ mʌn's hand, and stɪl hɪm ʌ kɑrpɛntɜr.

Ðe ðɛfɛkts ɒv ðe prɛzɛnt sɪstɛms ɒv rɪtɪŋ hav nɔt ɔltɪgɛðɜr pʌst ɛnnɔtɪst, ɛvɪn fʊ lɪtɛrɛtɪ and fɪlɔsɔfɜz (ʌmʌŋ ɛðɜrɜ, ðe grɛt Frʌŋklɪn) hʌvɪŋ, ʌt vɛrɪs tɪmz, fɛlt ʌnd ɛksprɛst ðɜr sɛns ɒv ðe ɪmpɛdɪmɛnts wɪtʃ ðɪz ðɛfɛkts plɛs in ðe wɛ ɒv ðe ɛkwɪzɪʃən ɒv nɔləj, and spɛkʊləʃɔnz hav bɪn ɪndʊlɪd in bɪ ðəm ʌz tu ðe pɔsɪbɪlɪti ɒv ʌ rɛfɔrmɛʃən ɒv ðe ʌlfabɛt; bʌt wɛðɜr frɔm ðe prɛʃɜr ɒv mɔr ɛrɪjɛnt ðɛmʌndz ʊpɔn ðɜr tɪm and ʌtɛnʃən, ɔr frɔm ðe ʌpɛrɛnt hɔplɛsɛns ɒv ʌ tʌsk wɪtʃ ɪnvɔlvɛd ʌn ɛntɪr ɟɛnɪj in ðe grʌfɪk sɪstɛm ɒv ðe sɪvɪlɪzd wɜrld, ðɔz spɛkʊləʃɔnz nɛvɜr ʌdvʌnst bɛyɔnd ðe fɔrm ɒv sɜʃɛʃɛnʃɔnz, ʌsʊmd nɛ tʌnɪbɪl ʃɛp, and nɔ ʌtɛmpts wɛr ɛvɜr mɛd bɪ ðɜr ʌðɔrɜz tu gɪv ðɛm ʌ prʌktɪkʌl rɛzʊlt.

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THE MERITS OF PHONOGRAPHY AND PHONETIC PRINTING.

You request an expression of my opinion concerning the merits of Phonography. I may say in expressing such an opinion, that it is formed after a merely cursory attention to the subject. And I am prepared to speak more confidently of the prospects of the system, than of its merits. It is destined inevitably to a desperate struggle with the dread of innovation, attachment to even the barbarisms in which we have been educated, the aversion to make our own attainments useless, and the interests of the crafts of book-making and book-selling. These are selfish interests, with which it must ultimately join issue. Besides them, it will meet a natural dread in scholars of losing the etymological aid of the existing orthography. Although even here the question has been started with me, whether now the sound is not twice as frequently a clue to etymological analogy as the arbitrary visible sign. Those who have attended even less than myself to the subject may inquire on what ground it is anticipated that this system will acquire sufficient favor to bring it to a position where it can disturb the quiet dignity of the old orthography. To this it may be answered, on the ground of philanthropy and of self-interest. This may be illustrated by a simple case:—Suppose a child to have been taught the existing alphabet and the proposed alphabet. In the one case he calls the letter *s*, *ess*; *h*, he names *aitch*; *o*; *e*, *ee*. In the other he has a character, no matter what; suppose || to represent the sound which we now represent by *sh*; and another character to represent *oo*, suppose it is —. Now his teacher sits down to instruct him in the art of reading. The word to be read is the name of the article which covers the feet. The child knows the word by its sound, but not by its written signs. The teacher has two means of teaching at his command. In the one cases he writes the letters *s h o e*. Taken by their names, for that is the first process in the child's mind, they spell this strange word, *essaitchoee*. But the poor child has never heard of an *essaitchoee* in all his life. The teacher points to his feet. But this is a *shoe*, not an *essaitchoee*. What, then, is to be done? A new process must be commenced which is to unlearn what he has just been learning. And the child is taught that he is neither to say *ess*, nor *aitch*, nor *o*, nor *ee*; but simply *shu*. He believes it is so, because, fortunately, children are credulous. But for the life of him he cannot see how, nor why, it is so. In this, however, he is as wise as his teacher. Now let us suppose the teacher to try the other method. The child has learned wherever he sees ||, to sound *sh*, and wherever he sees —, to say *oo*, then when the teacher writes before him ||—, he laughs, and cries out like a little conqueror or discoverer, "Why that's a shoe!" This,

you say, is a small affair. Admit it, sir; but it is at the same time a great affair. The difference in the time and labor of teacher and pupil in the perplexity and confusion which addle and weary the little brain may amount to a trifle in learning the word *shoe*, in the present or the proposed way. But when you come to multiply this into thirty thousand words, and countless millions of children that are yet to learn to read; and added to these, all the toil of acquiring foreign languages in adult age; you may begin to think that the immense element of multiplication has great weight in this matter. But I have here confounded the two considerations on which my anticipations are founded. I believe that where mere philanthropy and mere self-interest come to appreciate the hidden powers of this system, they will disregard all the barriers of usage and criticism and contempt from high places. I have had in these remarks, no reference to the stenographic branch of the art. No one can doubt for an instant that there its triumph will be complete, at least until something better shall be presented. The mere fact that stenographers can scarcely decipher their own productions, (if it be a general fact, as I am told,) or that one else can read them, while correspondence is easily and delightfully conducted by this, will ensure its success. The fact that ministers, authors, and editors now write five times as many letters or lines as are necessary, will give currency to this branch of the art. The facts of its vast economy in paper and press work, and its immense advantages in reference to the study of foreign languages, are so obvious to my own mind, that I feel no hesitation in predicting for it a successful career. I am not at all surprised at its rapid progress in England. But I am looking with interest for the day when the great champions of our uncouth, unmeaning orthography, shall discover that this is not one of the pigmy, ephemeral catch-penny inventions of the day, but a genuine product of the practical common sense that is discarding venerable absurdities, and treading, perhaps, with a too utilitarian stride over many a sacred relic of barbarism. Then they will come down in great wrath; and then the tournament will be splendid.—*Edwin N. Kirk, to S. P. Andrews, in the "Phonetic Journal," 1844, p. 230.*

Edykefon.—Ssm aspoz dat everi lerned man iz an edyketed man. Neq ssq fip. Hat man iz edyketed hu nez himself, and teks akuret komon sens vuz ov men and fipz around him. Ssm veri lerned men ar de gretest fulz in de wrld; de rizon iz de ar not edyketed men. Lernip iz onli de minz, not de end; its valq konsists in givip de mins ov akwiprij dat whiq, properli manejd, enlitenz de mjd.

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PHONETIC READING IN THE PORTLAW INFANT SCHOOL, IRELAND.

From *J. W. Martin*.—For the encouragement of others who are laboring to introduce phonetic reading, I give a brief report of what we are doing here. We have settled down quietly and steadily into the working of the system, and it now runs on, from month to month, smoothly and satisfactorily, doing its allotted task in good style, achieving results which some years ago would be regarded as fit to rank amongst the wonders of "Baron Munchausen." I am glad to say further that ours is no tale of the "Munchausen" stamp, but a delightful reality. To-day I visited the schools for the purpose of examining the pupils, and the following are the results:—

The class alluded to in the Appendix of the pamphlet, the "Gordian Knot Cut," page 39, which passed the Inspector's examination so satisfactorily in the Second Book National School Series, in March last, have now gone through the Third Book of the same series twice, and read any part of it with the utmost ease and fluency, and can spell quite well. I tested them with a newspaper, the print of which was very small, the subject matter of the article read being the Prince of Wales's voyage out to India; and they read every passage given, with the greatest ease and intelligence. As they almost know the Third Book off by heart, I am compelled to order them to be passed into the Fourth Book, the reading of which will not present the slightest difficulty to them. Not one of these children is more than nine years of age, and they have only been under instruction for a period of two years and seven months. Next May they will have completed a three years' course of instruction. Through departures, etc., this class has dwindled to five children, so impossible is it to get the children of the poor to attend regularly for any extended period.

Of the children who have learned phonetically, and are now in the Second Book of the ordinary National School series, and who will have completed a two years' course of instruction by May next, there are thirty-two, all making satisfactory progress; a large per centage being expected to pass the Inspector next examination. They are more than half-way through the book, and are even better spellers than they are readers; the mistresses say that they find teaching spelling to be the least difficult task. This is a knock-down argument against those who base their objections on the ground of spoiling the spelling powers of the children. I wish such objectors could have heard some of the children spell; it is wonderful. The importance of this statement as to the number of children in the Second Book can only be properly estimated when taken in connection with the fact that, for the seventeen years or so that the school was in existence before the introduction of *Phonotypy*, there never was a class of more than three or four

children in the Second Book, and then only laboring through it after having spent some three or four years at school. Of children who, having learned Phonotypy and who are in the First Book, and whose attendance will only be a year next May, there are over twenty. Their progress is also of the most satisfactory description, more especially in romanio spelling. Taken altogether the state of the school is everything that could be desired, and for its being so Phonotypy, and Phonotypy alone, must be thanked, since it would have been impossible for the teachers, no matter however hard they might labor, to have attained such results under the old system. How I wish such experiments were instituted far and wide! But we must be content to wait; time and patience work wonders, and I am assured will not fail to do so in the case of Phonotypy, as in everything else.

I am not sorry that we must work slowly and carefully. In the end the work turned out will be of the best description, and will do no discredit to those who have had a part in it. Ignorance and prejudice are not altogether to be regarded as enemies to the cause of progress; they do good service in compelling reformers to be thorough. In time the light will dawn, and that which now looks so far off will be brought near. It will be indeed pleasing to those who have fought the fight to look back and see how great a victory has been won. But let them remember that they have been but instruments, and that they must not pride themselves too much on the clearness of their vision, or their sagacity. They are but the means to an end in higher hands.

I am sure this report will be of the most cheering nature to all reformers, and fill them with fresh zeal to go forth to new struggles with the giants opposed to them. Though they may not see the fruit growing; though they may be cut off before the harvest time comes, still let them be assured their labors *will bear fruit*, and that in the times to come their names will be honored by posterity.

Grim, de Jerman Filolojist, on de Ingglis Tsj.—De Ingglis langweĵ haz a veritabel pouver ov ekspresjon sɛq az, perhaps, never stud at de komand ov eni ɛder langweĵ ov men. Its hili spiritual jinixs, and wɛnderful hapi development and kondisjon, hav bin de rezult ov a ɛɛrprizigili intimet union ov de tũ noblest langweĵez in modern Wɛrop, de Tj-tonik and de Romeik. It is wel nen in whot relesjon dɛz tũ stand tu wɛn anɛder in de Ingglis tsj; de former ɛɛplijg in far larjer prɛpɛrjon de matirial groundwɛrk, de later de spiritual konsepsjonɛ. In truɛ, de Ingglis langweĵ, whiq bi nɛ mir aksident haz prɛdɛst and ɛɛbɛrn de gretɛst and mɛst predominant pɛet ov modern tjmɛz, ɛɛ distingwiɛt from de ɛnɛnt klasikal pɛetri (i kan, ov kɛrs, ɛuli min ɛɛkspɛr), me, wid ol rjt, bi kold a wɛrld langweĵ, and, lik de Ingglis pipel, apɛrɛz destind hɛrafter tu prɛvel wid a swe mɛr ɛkstɛnsiv ɛven ɛan at prɛzent, ɛver ol de pɛrjonɛ ov de gleb.

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THE SCIENCE OF SPEECH-SOUNDS.

A science consists of general principles that may be learned respecting any subject of thought, and of facts that have been investigated. The number of sounds or vowels of which speech is composed—for vowels are the only sounding letters—may be considered as infinite, or at least indefinite. Language is composed of vowels and consonants. A vowel is a sound caused by opening the mouth, emitting breath, and vibrating the vocal ligaments that lie near the upper part of the wind-pipe: A consonant is a total or partial stoppage of the vocal sound thus produced, by the contact of two parts of the month. It is a common idea that the letters *p, t, k*, have a sound of their own, but it is not so. The consonants are merely sound-stoppers or sound-starters. A consonant stops the sound of the preceding vowel when it occurs at the end of a syllable, and it starts the sound of the succeeding vowel when it occurs at the commencement of a syllable. The sound which is heard at the end of *hope* is the vowel *o* suddenly stopped by the closing of the lips, and this closing is represented by the letter *p*. Some consonants, such as *f*, have a slight sound of their own, because the organs do not stop off the sound completely: Thus in *muff, puss*, the speaker may produce a continuous whiffing sound at the end of the first word, and a continuous hissing sound at the end of the second word.

There must be an indefinite number of vowel sounds between the broad *a* (ah) and the thin close *i* (ee); but in practice we recognise but one vowel between these extreme points, namely, *e* (eh), thus making the trio of vowels *a, e, i* (ah, eh, ee). So with the three rounded sounds of which *o* (oh) is the centre. This sound may be stretched towards the broader *o* (aw) one way, making an indefinite number of shades gradually broadening from *o* to *o*, and it may be contracted towards *u* (oo) the other way, closing gradually from *o* to *u*. These two series of three sounds each are the only pure long vowels in our language. They may be spoken long, as in *Bath, fail, peel, nought, note, food*; or short, as in *bat, fell, pill, not, nut, foot*.

By uttering very quickly an obscure vowel sound, and terminating it with *i* (ee), we get *i* in *fight*, which is a diphthong or double sound. Another diphthong is made by closely combining a short *i* (ee) with *u* (oo), as *y* (ü) in *tune*. There are three or four other diphthongs, but as they lie outside the alphabet, and are properly represented by the two simple letters of which they are composed, it is unnecessary to notice them here.

This exhibition of the vowels of our language differs greatly from the grammatical formula, "There are five vowels, *a, e, i, o, u*, and sometimes *w* and *y*." Two of these five vowels, *i* and *y*, are diphthongs—as we pronounce their names; but in words, "*i*" represents four sounds, in "*machine, pit, first, find*;" and "*u*" represents seven sounds, in "*truly, busy, bury, nut, full, suit, assuage*." *W* and *y*.

when they have a vowel character, are merely substitutes for other vowels; *w* for *u*, as in *now*, and *y* for *i*, as in *by*. When *w* and *y* precede a vowel they are consonants of a peculiar character, and may be termed squeezed-up vowels; *w* being *u*, and *y* being *i*; thus, *wind* is *u-ind*, and *yet* is *i-et*, the two vowels being uttered in rapid succession: This forcible utterance of *u* and *i* brings the parts of the mouth engaged in their production almost into contact, and thus gives the letters a consonantal character.

The number of vowels is fourteen, not five; that is, we English-speaking people utter fourteen distinct vowel sounds every day of our lives, if we talk at all. I leave to your own reflection the confusion that would arise in a family of fourteen children with only five names for them;—a family in which every child would be allowed to assume any one of the other four names, and to interfere with the duties of all the other children. This is a homely illustration of the manner in which we employ these five vowels in books; but, as the anomalous use of letters in the current orthography is no part of my subject to-night, I will just moan a complaint and pass on. My lamentation shall be given in the words of the late good Bishop Thirlwall, who so lately passed away from us in Pulteney Street. The Bishop was a spelling reformer. Speaking of our present “effete and corrupt” orthography, as Max Müller calls it, he said, “The public cling to these anomalies with a tenacity proportioned to their absurdity, and are jealous of all encroachment on ground consecrated by prescription to the free play of blind caprice.”

Let us now consider the consonants; but before marshalling them in order, and counting their number, I would enliven my lecture by some remarks on the *nature* of speech-sounds, tending to show that these sounds are produced by organs formed by Divine wisdom, and that they manifest that wisdom in a very striking manner. The study of the elements of speech, and of the organs of speech, like the study of any other branch of physiology or philosophy, must lead one to say, with Milton,—

How charming is Divine Philosophy !
Not harsh and crabbed, as dull fools suppose,
But a perpetual feast of nectared sweets,
Where no crude surfeit reigns.

When we look abroad upon this cosmos, this thing of beauty—for with the Greeks the same word signified beauty and the universe—the first thing that strikes us is, the division of nature into two parts, male and female, emblems of the Divine principles of Truth and Love, the mainsprings of creation. The distinction of sex pervades all animated life, and is dimly seen—botanists say clearly seen—in vegetable life. If we take a single member of the human family, we find that he is not strictly one, but is composed of two halves put together, and the *organs on the right side* correspond with those on the left, the *central organs, as the nose and lips*, consisting of two like parts, united by a

ligament in the centre. The right side refers to the principle of love or goodness, and the left side to truth or intellectuality.

I have seen an intimation in one book, and only one before the present century, that the sexual principle pervades speech-sounds. This was pointed out with respect to the two series of vowels, the guttural series *a, e, i* having reference to the masculine principle of truth, and the labial series *o, v, u* having reference to the feminine principle of love. Musicians know that *e* and *i* can be best sung to high, sharp, or intellectual notes, and *v, u* to low or affectional notes. If we divide the scale of musical notes into two parts; the treble notes will represent the masculine principle, and the bass notes the feminine principle. The first of each of the two series of vowels, *a, o*, do not differ much from each other, and therefore do not show the distinction of sex so clearly. If nothing more than this could be said on the sexual character of speech-sounds, the idea might be pronounced a mere conceit or fancy; but I have convinced myself by long study of the sounds of language, and their affinities, that the distinction pervades the whole scale of sounds or letters, vocal and consonantal.

An American author of the present century, Dr Holcombe, says, "The letters of the alphabet have their sexes. The vowels are feminine, and the consonants are masculine, elements of speech. The vowels are soft, round, and fluent, expressing the affections; the consonants are harsh and fixed, limiting the sound and organizing it into an expression or sign of our ideas or thoughts. It is the marriage of vowels and consonants which produces words. Vowels alone produce only sound; consonants alone cannot be uttered. A consonant and vowel correspond to the straight and curved lines of architecture and art, which are the elements of all beauty."

This is but treating the subject in a very general way. I would affirm the doctrine by saying that not only do the two great divisions of consonants and vowels typify the male and female principles, but that the same distinction is carried out in all the sub-divisions or classes of letters, down to individual pairs, in which each letter has its mate.

The vowels are long and short. Evidently there is an element of affection, the feminine principle, in the long vowel, and of hard truth in the short vowel. We express pain, grief, endearment, joy, love, etc., by long-drawn vowel sounds; and we give sharp words of command—the voice of truth and duty—in short ones.

The consonants are divisible first into two great classes; every letter falls into one of these classes, and its sexual mate into the other. These classes the grammarians call surd and sonant, or silent and sounding, or mute and vocal, or hard and soft, or sharp and flat, etc. The surd, silent, mute, hard, or sharp letters are formed by mere contact of different parts of the mouth, as *k*; or by contact with an escape of breath only, (not voice,) as *s*; but the sonant, sounding, vocal, soft, or flat letters have an addition of voice, a murmur of affection, a tone of

love, produced by a vibration of the vocal chords or ligaments in the trachea. The difference of quality in these two classes of letters may be represented thus. We are about to utter one of the *vocal* consonants, as *b*, *d*, (which are merely *p*, *t*, plus voice,) and the following vowel, which alone causes the consonant to be heard, begins in the throat while the *b* contact is held. Thus *bane* is *pane*, but in the first word the vowel *e*, which makes the contact of the lips audible, begins in *bane* while the lips are shut, but it does not begin in *pane* till the mouth opens to let out the vowel.

Again, the consonants are divided into two great classes, called *explosives* and *continnants*, and these classes are distinctly *masculine* and *feminine*. The *explosives* or *masculine* consonants are *p*, *b*, *t*, *d*, *k*, *g*. You hear how hard and unyielding they are. [The speaker dwelt for some time upon each letter before uttering it.] The *continnants* or *feminine* consonants are *f*, *v*, *s*, *r*, *m*, *n*, and several others. Luckily for the melody of language, the soft, melodious *continnants* are twice as numerous as the *masculine* *explosives*. There is no stopping off of the sound in the *feminine* letters; and there is no getting out of the *masculine* letters except by an abrupt explosion.

I will now show the existence of the sexual principle in every single consonant letter. They all exist in pairs; thus, *p* *b*, *t* *d*, *k* *g*, *f* *v*, *θ* *ð* (*th* in *thin*, *then*), *s* *z*, *ʃ* *ʒ* (in *wish*, *pleasure*), Welsh *l*, English *l*, Welsh *r*, English *r*, *wh*, *w*, *y*, *h*, *y* (*hue*, *youth*). In *m*, *n*, *ŋ*, and the *aspirate*, the distinction cannot be made so clear as to be of practical use in speech, but it exists, and could be exhibited by practised organs. Except in these three nasal sounds, the *aspirate*, and the Welsh *l* and *r*, we use in the English language both letters of every pair. I have now produced all the vowels and consonants of our language, and shown that each letter has its fellow. "All things are double, one against another: and the Lord hath made nothing imperfect." I have left out *j* and its fellow *g* (*ch*), which are double letters, *tʃ* = *g*, and *dʒ* = *j*. The initial letter in this case determines in which class the combined sound is to be placed.

It will be noticed that the first of each pair of letters is *masculine* and the second *feminine*. *P* is the mere closing of the lips, in silence; *b* is something more. There is in *b* a soft murmuring sound produced in the throat, in addition to the contact of the lips. So with *t*, *d*; the tip of the tongue is pressed against the fore part of the palate for *t*, but there is no voice of affection accompanying it, as there is in *d*, which is made in precisely the same way, with the added voice of love produced in the sound box called "Adam's Apple," fixed in the throat. And so with the whole series.—*From a Lecture delivered by Mr Isaac Pitman, at the Literary and Philosophical Association, Bath, 25th November, 1875.*

A 4lb. parcel of Tracts explanatory of Phonetic Shorthand and Phonetic Printing, may be had from I. Pitman, Phonetic Institute, Bath; post-paid, 6d.

ON THE ADVANCEMENT OF EDUCATION.

The present era, so fertile in the elements of revolution, may be very appropriately termed, in the words of the noble poet, "The atent age of new inventions." We have ships propelled by steam, railways, and innumerable improvements, applied to the various manufacturing arts, all adapted to diminish toil and multiply employment. Few could have conjectured a few years ago, that the mechanical employment of the hand in the intellectual art of drawing, could ever have been superseded by machinery. But the discovery of Photography has recently shown the folly of conceiving any such limit to the progress of science. The marvellous story of Michael Scott, whose shadow, it is said, the devil carried away when the substance had escaped his claws, is now fairly eclipsed by plain matter of fact; for not only are the shadows of our mortal bodies made portable, but we stamp upon them a durability akin to that of the immortal spirit. We rivet our shadowy resemblances to metal plates, which may be multiplied and handed down to the latest posterity, when its mutable prototype has been long ago resolved into its constituent elements.

All these mighty agents, and others less connected with the material world, promise, however disastrous the period of transition may be, to change and greatly ameliorate the whole constitution of society. Institutions and usages are no longer to be valued for their venerable antiquity, or the authority of their great names by whose agency they have been established and set forth as things infallible, but in proportion as they are founded on the principles of immutable truth; now for the first time, it would seem, to be brought into practical operation. Every succeeding year seems to steal away some portion of the dominion of

"Those dead but sceptered sovereigns who still rule
Our spirits from their urns."

But amid the great outlay of intellectual effort consequent on these extensive changes, we may observe a vast amount of mis-directed energy and wasted zeal, the consequence of building on a weak foundation, instead of directing a prior scrutiny to ascertain the soundness of our first principles. This obtains as well in the political and scientific, as in the religious world. Much of it is no doubt occasioned by the blinding influence of party spirit, seeking to advance the interests of its own class at any expense of truth or justice. Truth in its completeness and first principle can be comprehended by the mind of God alone, being, in fact, but another word for Divine wisdom in the creation and support of the universe. But, if this be granted, it follows, that in the minds of all created beings, truth must in its own nature be progressive; and be unfolded by little and little, and from age to age, according to our capacity and inclination for its reception. If we

desire to grow in the truth, we must, without scruple, lay aside, on conviction, every shade of error, however ancient and respectable, and never presume that we have ascended so high as to preclude the possibility of a more commanding station. How disgusting would be the arrogance and bigotry of that party, whether religious or scientific, who should assume "Our system is so perfect, or our interpretation of the Word of God so infallible and comprehensive, that no one can question our decisions, or place our principles on a higher basis."

We have wandered a little in these desultory observations; they were intended to introduce to the notice of the reader a subject which, beyond all others of this prolific age, has a direct bearing on the advancement of popular education. We mean the Phonetic writing and printing, originally brought out and laid before the public by the labors of a single individual, Isaac Pitman, of Bath, and now occupying the attention of a large society, as well as some thousands of private students. Few branches of knowledge have shot forth with such amazing rapidity, to so exalted a position in the public estimation. Whatever railways and the facilities for locomotion promise to effect in the material world, it is the object of the Phonetic Society to bring about in the spiritual or mental world. This is to be accomplished, by simplifying, in the first instance, the means for acquiring and imparting knowledge, and thus to do away with the excessive waste of labor occasioned by working with bad and inefficient tools. The first object which the society has nearly, if not entirely secured, is the construction of a perfect alphabet; having one distinct sign for the expression of each primary sound of the human voice, neither more nor less, and the modification of these forms for the purposes of general business, legal documents, quick writing, printing, abbreviated writing for authors and epistolary correspondence, and, lastly, a form so contracted as to be capable of noting down the words of a speaker as rapidly as they can be uttered; which is at the rate of one hundred and twenty to two hundred words per minute.

The large number of words, which, by reciprocal exchange, have passed from one language to another, may be one cause why the European tongues have become so erroneous in the written expression of their sounds. The French, Portuguese, and other nations have, at different times, made improvements in their orthography, to obviate, in some degree, the inconveniences of a departure from the phonetic principles, while the English language, in this respect, has been suffered to run wild. The attention of our philological laborers has been chiefly directed to the heartless task of fixing a standard of what is essentially false, and applying rules to what is utterly without order. To say nothing of the difficulties which foreigners experience in their attempts to *learn our language*, we pass on to a more urgent and immediate

cause of complaint; which is, the injury inflicted on the minds of our children by teaching a professed system of orthography, which has been shown by phonographic writers to be no system and no orthography at all. The difficulties of which we complain are not so evident to the scholar, who, in the dexterity which years of practice insure, has forgotten the perplexities of his earliest efforts. We will not encumber this essay with a detailed exposure of these glaring inconsistencies, but refer the reader who desires such information, to the phonographic publications, the extensive distribution of which may further apologize for such omission. Suffice it to say, that the investigation of these anomalies, which our every day habits induce us to overlook, might well bring the enquirer to the conclusion, that the original constructors of the so-called English orthography resorted to the expedient of shaking up a large quantity of letters in a hat, and a given number being drawn out by a person blind-folded, it was settled by arbitrary authority what word or words these letters should represent. How much it is to be regretted that almost our first act of education should tend to warp and sully the love of pure truth, implanted by the Creator in the infant mind, and which is never lost till innocence is violated, and worldly guile usurps the place of wisdom!

The numerous controversial pamphlets which teemed from the press as the precursor of the struggle between Charles the First and the Parliament, tend to show that the mode of spelling in that age was not nearly so uniform as it is in our day. Each author seemed to consult his own fancy as to his style of spelling, with little regard to derivation or to phonetic laws. The subsequent labors of Dr Johnson and other eminent lexicographers, have gone far to establish a sort of arbitrary standard of spelling, but founded more on the derivation than on the true sounds of the words. However useful this method may be to the antiquary and philologist, it is absolutely injurious for all the practical purposes of a written language;—yet there are not wanting persons who maintain that this custom, though palpably erroneous and subversive of the obvious design of an alphabet, is venerable, by reason of its great antiquity, and worthy of all acceptance, because it was used by our ancestors. The design of the Phonetic Society is not to annihilate at once a mode of writing and spelling which custom and education have rendered difficult to lay aside—an attempt, perhaps, as absurd as the attack of Don Quixote on the windmills—but to lay before the public books printed on true phonetic principles, by which the toil of learning to read, which too often consumes the flower of childhood in a disheartening struggle with needless difficulties, may be reduced to the agreeable occupation of a single month; being, in fact, little more than merely learning an alphabet. Thus the greater portion of the time usually consumed in securing the mere instruments for ac-

quiring learning might be applied to the direct acquisition of useful knowledge through a vastly accelerated medium. With such an improved system, placed within the reach of all, there is no doubt that our present difficult and encumbered mode of writing and printing, will be gradually displaced by a newer and more perfect system, as our modern printing types gradually superseded the old black letter.—*W. H., in Tweddall's Yorkshire Miscellany, 1844.*

RHYMES TO THE EYE.

The only notion deaf men can have of rhyme, is from the similarity in the writing of words; for, having no idea of sounds, *rhythm* must be to them as difficult as a *logarithm*. I once knew a deaf man who attempted to write verse, and I give a specimen of his talent that way, to shew the truth of my assertion; for, though the lines end the same, there is not a rhyme till you arrive at the last; and in that, without meaning it, he has made up the deficiency, by making every syllable a rhyme to the other; presuming of course, that the dissimilarity of termination renders them all, in sound, completely different.

SONNET.—BY A DEAF MAN.

There's not a view at Naples to be *seen, which*
 Can vie with that seen from the park at *Greenwich*.
 Oh! how I pity that consummate *fool, which*
 Could see no beauty in that view of *Woolwich*!
 Sure, for the walk, it is a grand *requital*,
 To see that splendid building, the *Hospital*;
 And all these ploughers of the vast ocean
 Looking so happy, and so neat and *clean*;
 And on the hill, still to the sea *attacht*,
 Behold some watch the progress of a *yacht*;
 While others, saving when the weather's *rough*,
 Lie fast asleep beneath some shady *bough*;
 And, near them, to complete the *picturesque*,
Dieu! you do view two who through goat woo true!

—The "Comic Magazine," June, 1832.

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THE DIFFICULTIES OF LEARNING TO READ.

When a child begins to learn to read, he sees a number of marks upon paper. He is told that these represent words; and when he sees the letters *c, o, w*, he is told to say *cow*. Now these marks have no necessary or natural relation to the sounds and words they stand for; they are, in fact, strictly and solely of the nature of signals. They are to the child and to all those who do not know their history, merely arbitrary signs—arbitrary, but conventional: that is, we grown-up people are all perfectly agreed what they mean. But the two necessary conditions of the practicability of a code of signals are:—1. That the same signal or combination of signals shall always mean the same thing; and 2. That several different signals shall not be used to represent one thing. In other words, we always expect, when we see a signal, that it has one meaning, and that different signals cannot have the same meaning.

Now these two necessary expectations are constantly balked by the notation of the English language; and, instead of finding a regularity and self-consistency in the black marks, the child finds out, with much pain and weariness, that he cannot trust his letters or signals at all. This arises from a two-fold disease which has gradually crept into the notation of our language, and which may be shortly stated as follows:

1st. The same printed sign or symbol may be interpreted to the ear in from two to nine different ways.

2nd. The same sound may be interpreted to the eye by signs or symbols in from two to fourteen different ways.

It is unnecessary here and now to state how this condition of things—this annoying malformation—has arisen; that is a question which belongs to the history of the English language. It is sufficient to note the fact, and to record here my agreement with Sir C. Trevelyan, who calls our notation “a labyrinth, a chaos, and an absurdity,” and with the late Bishop Thirlwall, who characterised it as a “mass of anomalies.”

What are the results upon the experience of the child? He is troubled in a thousand different ways, perplexed and harassed, baffled and beaten, disappointed and dumb-founded by the character—or rather want of character—of this code of signals which he has to set himself to master. The wonder is that he does learn it at last; and we know very well that many children leave school with so weak a grip of this notation that they soon forget it, or at best never learn to read with ease and pleasure to themselves or their friends. To put the difficulties as shortly as possible, we may say that the child has to get over the following facts:

1. Out of the twenty-six letters, only eight are true, fixed, and

permanent quantities — that is, are true both to eye and ear. 2. There are 45 distinct sounds in our spoken language; and there are 150 distinct symbols (simple and compound) to represent these 45 sounds. In other words, there are 150 servants to do the work of forty-five. 3. Of the twenty-six letters, fifteen have acquired a habit of hiding themselves. They are written and printed; but the ear has no account of them; such are *w* in *wrong*, and *gh* in *right*. 4. The vowel sounds are printed in many different ways; a long *o* for example, has thirteen printed symbols to represent it. 5. Thirteen vowel sounds have 104 printed symbols attached to their service. 6. The single vowel *e* has twenty different functions; it ought only to have one. 7. There are at least 1,300 words in which the symbol and the sound are at variance—in which the word is not sounded as it is printed. 8. Of these 1,300, 800 are monosyllables—the commonest words, and supposed to be easier for children. 9. The whole language of country children lies within these words; and many agricultural laborers go from the cradle to the grave with a stock of no more than 500 words.

Such is a short statement of the difficulties which beset the teacher and the child at the first entrance upon the road to book-learning. The German notation is throughout true and self-consistent; French notation is afflicted with one of these diseases, but the only one. Hence the task of the English teacher is much more difficult than that of the German or of the Frenchmen. We might say that, as the German teacher has only to train his little pupils in the use of some thirty symbols, while the Englishman has to put about 150 symbols into the child's head, the task in the one case is five times more difficult than in the other. But the comparative difficulty is far greater than this; for, in the case of the German child, the experience is throughout regular and true, and he is forming steady and self-consistent habits day by day; in the case of the English child, his experience is so conflicting that it almost goes to prevent him forming any habits whatsoever. Now, as a decree has gone forth that "all the world" shall be educated, it is as well that we should see that all our methods of teaching the subjects we have to teach are based upon ascertained facts, and are in accordance with the regular and legitimate procedure of the human mind. In the above remarks I have endeavoured to state the facts. It is a further question how these difficulties may best be met, and what the duties of School Boards and teachers with regard to them.—J. M. D. MEIKLEJOHN, late Assistant-Commissioner of Endowed Schools mission for Scotland, in the *Daily News*.

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PHONETIC SPELLING WITHOUT NEW LETTERS.

The schemes proposed for printing phonetically with the letters of the old alphabet are legion, and we cannot help thinking that if the number be much increased, and the schemes be extensively printed in pamphlets, periodicals, etc., those people who, above all things, hate to be "bothered with new-fangled things," will think that this particular reform would cause as much confusion—one of "the works of darkness"—not in the literary world alone, but in social life also, as any legion of imps of darkness could desire; and, as lovers of peace and quietness will set their faces against *any* change in spelling, consoling themselves with the reflection that it is better to bear the ills we have than fly to others that we know not of. We give below specimens of two of these schemes, one of the best, and one of the worst that we have seen. The first is by Mr E. Jones, of Liverpool, and the other is taken from the *Normal Herald*, a United States newspaper, published—or was published in October 1874,—at Lake City, Michigan.—

Extracts from an "Essay on Self-Cultuer" by W. E. Chaning.

It iz cheefly throo books that we enjoy intercours with superior meinds; and theez invaluable meenz ov comuenicaishon ar in reech ov aul. In the best books, grait men tauk tu us—giv us ther most preshus thots—and poer ther soels intu ourz. God be thank for books. Thay ar the voizez ov the distant and the ded, and maik us airz ov the spiritual lief ov past aijez. Books ar the true levelerz. Thay giv tu aul hoo wil faitfully uez them, the sosity, the spiritual presens ov the best and graitest ov our rais. No mater how poor I am—no mater tho the prosperous ov my oen tiem wil not enter my obsener dweling—if the saicred rieterz wil enter and taik up ther abode under my roof—if Milton wil cros my threshold and sing tu me ov Paradiez; and Shakspeer tu open tu me the wurldz ov imajinaishon and the wurkingz ov the hueman hart; and Franklin tu enrich me with hiz practical wizdom, I shal not pein for wont ov intellectual companionship, and I may bekum a cultivated man, tho esclsuded from whot iz cault the best sosity in the plais wher I liv.

I noe how hard it iz tu sum men, espeshially to theez hoo spend much tiem in manual laibor to fix atenshon on books. Let them stried tu overcum the difficulty by choozing subjects ov deep interest, or by reeding in company with theez hoom thay luv. Nothing can suply the plais ov books. Thay ar cheering or soothing companions in solitued, ilnes, and afflicahon. The welth ov both continents wud not compensat for the good thay impart. Let every man, if posibel, gather sum good books under hiz roof, and obtain acses for himself and family tu sum soshal liebrary. Aulmost eny lugzury shud be sacrificed tu this.

Wun ov the very interesting feeturz ov our tiem^a iz the multiplicaishon ov books and ther distribueshon throo aul condishonz ov sosiety. At a smaulecspens, a man can now pozes himself ov the most preshus trezurz ov English literatuer. Books, wuns confend tu a fue by ther costlines, ar now acesibel tu the multi-tued; and in this way a chainj ov habits iz going on in sosiety hiely faivorabel tu the cultuer ov the peepel, insted ov depending on cazhual rumor and loos conversaischon for most ov ther nolej ov that; insted of forming ther jujments in crowdz, and reeseving ther cheef ecsietment from the voiz ov naiborz, men ar now lerning tu study and reflect aloen—to fole out subjects continuely—tu determin for themselves whot shal engaij ther miendz; and tu caul to ther aid the nolej, orijinal vuez, and reezonings ov men ov aul cuntries and aijez. And the results must be a deliberatnes and independents ov ujment, and a thorones and ecstant ov informaischon unoen in former tiemz. The difuezhon ov theez sielent teecherz, books, throo the hoel community iz tu wurk graiter effects than artillary, mashinery, and lejialaischon. Its peesful aijensi iz tu superseed stormy revolueshonz. The cultuer which it iz tu spred, whielst an unspeakabel good tu the individual iz aulso tu becum the stability ov naishonz.

The following are strange pronunciations of common words. We hope some of them are errors of the press.—*Baks*, intercors, *tot* for *tot* (thought), *Paradij*, *lsgzri*, or perhaps *lsgzyri*, but in this case it should have been spelled *lsgzueri*; *trezrz* (treasures), *voiz* (voice), *demselvez*, *storenes* thoroughnes), *enon* for *ennen* (unknown), *majineri*.

AFTER AND OVER.

Aftr the shower the tranqil sun,
Silvr stars hwen the da iz dun.
Aftr the sno, the em'rald leavz,
Aftr the harvest, goaldn sheavz.

Aftr the burdn, the blisful meed,
Aftr the furo, the waking seed;
Aftr the fliht, the douny nest;
Over the shadoey rivr—rest.

Aftr the nel, the weding bels;
Joyful greetings, from sad farewels,
Aftr the bud, the radiant rose;
Aftr our weeping, sweet repose.

Aftr the clouds, the violet sky;
Qiet wuds, hwen the wind goez by;
Aftr the tempest, the lul ov waves;
Aftr the batl, peceful graves.

—*Phonetic Journal*, 6 Nov., 1876.

Opozifon.—A serten amount ov opozifon iz a gret help tu man. Kijts riz agenst de wind, and not wid de wind; iven a hedwind iz beter dan nvn. Ne man ever wrkt his pasej eniwher in a ded ksm. Let ne man waks pel derfer, bekox ov opozifon; opozifon iz whot hi wonts and mst hav, tu bi gud for enifin. Hardfip iz de netiv soil ov manhud and self-relijans. Hi hu kanot abjd de storm widout flinqip, lijz doun bj de wesjd tu bi overlukt or forgotten.

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ENGLISH ORTHOEPEY.

Sir,—A short time ago chance made me acquainted with your praiseworthy and arduous undertaking. Having occupied myself for some years with languages and phonology, and, like many others, formed various schemes of orthographical reform, it is needless to say how great was my satisfaction on seeing some of them in a fair way to be realized. Nobody, I think, can doubt the absolute necessity of a correct method of representing speech-sounds, in which respect all languages (the English above all) are far, very far behind musical notation. Is music more important than language? If “words are the wheels of thought by Heaven impelled,” everyone must feel that it is impossible to overrate the value and importance of the arts of writing and printing. They are the steam and the engine in the boat of man’s progress, without which all advance would be impracticable. We cannot, therefore, too highly estimate their elements; *literas suis honores esto; litera animi nuntia*:—let due honor be paid to letters; letters are the messengers of mind. The wish to alter and reform is accordingly very ancient, but hitherto the prejudices of mankind have generally opposed the change of a single letter. The Emperor Claudius tried, with little success, to introduce three new letters into the alphabet. Chilpéric, one of the Frankish kings of France, was still less successful.

Our language has not been without its reformers, some of whom were ill qualified and their plans ill-devised. Ought these failures to discourage us? Certainly not; but they should make us careful. We must sacrifice perfection (were it attainable) to practicability, and, like the ancient lawgiver, propose, not the best system that could be invented, but the best that can be executed. It is easy to invent entirely new systems, but they would remain perfect but a limited number of years, and violent changes are bad and generally fail, precisely because they are total and radical. We have a new house to erect, not on unoccupied ground, but on the site of the old one, whose numerous inmates are to be transferred. It seems wise to make no unnecessary alteration and to concede as much as possible to the prejudices of society.

Of all the languages that stand in need of an orthographical reform, that which most requires it is, undoubtedly, the English, with its mode of spelling anterior, for the most part, to the great Alfred, and which was probably accurate when adopted. *We* can form no adequate idea of its defects; we are used to them, but they are an almost insuperable obstacle to its diffusion among foreigners. Let us hear the opinion of Rapp, a man whose name must be pronounced with respect and admiration by every phonologist. “Although the French is become the common language, in a diplomatic and social sense, it has never acquired a firm footing

in extensive regions out of Europe. The English, on the contrary, may pass for the universal tongue out of Europe; and by its bold fusion and consequent decomposition of the forms of its Gothic and Roman elements, this idiom has acquired an incomparable fluency, and appears especially destined by nature, more than any one of the living, to undertake that part. Were not the impediment of a bizarre antiquated orthography in the way, the universality of this language would be still more apparent, and it may, perhaps, be said to be fortunate for us other Europeans that the Englishmen has not yet made the discovery." Perhaps he *has* made the discovery; if not, it is quite time he should. It may be affirmed, without national prejudice, that it is taking a very narrow and unworthy view of our magnificent tongue, to consider it merely as that of the inhabitants of England, and that the old orthography did very well for our fathers, and therefore for *us*. It is already [1875] spoken by about eighty millions of men, and, before the end of the century, will be so by more than 100 millions of the most active and intelligent of the human race. With the exception of the Chinese (200 or 300 millions) and Slavic (seventy millions), whose dialects are almost different enough to form distinct languages, there is no idiom so numerously spoken. Is it a matter of indifference that such a tongue should be written so that it may be easily learned?

In establishing a new mode of writing, the first step would appear to be to ascertain, beyond doubt, all the elements of speech, the *vocal* sounds and the various *noises* that constitute our language, as it now exists. This, I think, has not yet been done. As to the older writers, Sheridan, Walker, etc., they may have been right in their day. No one can expect to find in them the *present* pronunciation; but, however, they cleared the way for their successors, and, combined with the old orthography, they serve us as milestones and fingerposts, showing the point from which we started, and the direction in which we have traveled, and are still going. Let us, then, not speak with *asperectee* of the ingenious inventor of the *grammatical monster*, a syllable without a vowel, (a *bowl* of wine, minus the wine), nor even of the bloodthirsty but consistent Sheridan, who made no distinction between *suiting* a man, and *shooting* him, and to whom a *duel* was as good as a *jewel*. Let us rather profit by their discoveries, and make their mistakes serve us as beacons. Where shall we find the standard? We have seven or eight pronouncing dictionaries, which seldom agree. Even in the very elements, the words *vowel*, *consonant*, *aspiration*, etc., make a very pretty jumble, the definitions too often resembling those which even learned bodies sometimes give. The French Academy, in one of its sittings, had agreed to define a lobster, "*poisson rouge, qui marche à reculons*"—a red fish, which *walks backwards*. The great Cuvier happening to drop in, several cried, "*here comes Cuvier, let us ask his opinion.*" The intended

definition having been read, the prince of naturalists laughed and said, "Very good; allow me, however, to remark, that the lobster is not a fish, is never red, and does not usually walk backwards; all the rest is excellent." A good definition is a difficult thing to produce. Where there is so much disagreement, we may be sure the truth is not clearly ascertained. *Nullius in verba*, to swear in the words of no person, is a safe maxim, especially in matters of pronunciation; every man has some local or personal peculiarity or defect.

It is, I believe, universally admitted that the standard pronunciation of all languages must be sought amongst the well-educated classes of the capital. From that tribunal there is no appeal; the claims of antiquity, analogy, etymology, etc., must all yield to its paramount authority, and the orthography must conform as much as practicable to that standard, and should depict the slow and distinct utterance which must be adopted in teaching a foreigner, rather than the more hurried style of familiar talk. The English tongue is one that offers very great difficulties in accurately depicting its sounds, in consequence of the hurried and indistinct utterance of which we are accused by all foreigners, and which renders us almost incapable of pronouncing their languages correctly, and *vice versâ*. This proceeds partly from our overpowering stress of accent, which, vampire-like, seems to deprive the accentless syllable of their life-blood, and reduce them to a state of shadowy dimness, causing orthoepists to disagree on their real value. These indistinct vowels, numerous in proportion as the utterance is inelegant and hurried, naturally tend to return to the state of the *primitive vowel* (*u* in *cut*, *protophonic* or *colorless* vocal, the *urlaut* [urlout—original sound] of the Germans), one of the principal characteristics of English, where it plays a predominant part, too much so for the melody of the language. In most cultivated idioms this sounds occurs rarely, though frequent in provincial dialects; and in none but ours, I believe, is it ever *accented*, or *long*, or considered a distinct vowel. Its frequent occurrence in phonotypy tends to disfigure the words.—*T. W. T. in the "Phonotypic Journal," for 1844, p. 247.*

Cariti.—Cariti is a laboriss eksersiz ov meni gud wrks, and hi dat wil praktis it, mst in dīvers wez lebor hardli; hi mst lebor in voidig from his sel dispozijonz dipli radiketed đerin bj netur, opinjon, and kstom; envi, frowardnes, stsbornes, pervers and ven selfisnes; whens rst, revenj, spjt, and malis sprig ferđ. Hi mst lebor in de efektual performans ov ol gud ofises, and in kačij ol okegozs ov duig gud; hi mst ekzert dat lebor ov lav wherov Pol spiks; hi mst (as dat Apostel direkts, not onli in prisept, bst bj his on praktis,) work wid his on handz, dat hi me suplj de wona ov his nebst.

THE PHONETIC ALPHABET.

The phonetic letters in the first column are pronounced like the italic letters in the words that follow. The last column contains the names of the letters.

CONSONANTS.

Mutes.

P	p	rope.....pi
B	b	robe.....bi
T	t	fate .....ti
D	d	fade.....di
C	ç	etch .....çe
J	j	edge .....je
K	k	leek.....ke
G	g	league...ge

Continuants.

F	f	safe .....ef
V	v	save.....vi
H	h	wreath ...it
Ä	ä	wreath...äi
S	s	hiss .....es
Z	z	his.....zi
Σ	ʃ	vicious...if
Ξ	ʒ	vision...zi

Nasals.

M	m	seem....em
N	n	seen.....en
Ū	ŋ	sing.....iŋ

DIPHTHONGS: *Æ* j, *U* u, *OU* ou, *OI* oi.
as heard in by, new, now, boy.

Liquids.

L	l	fall.....el
R	r	rare.....ar

Coalescents.

W	w	wet.....we
Y	y	yet.....ys

Aspirate.

H	h	hay.....eç
---	---	------------

VOWELS.

Guttural.

A	a	am.....at
Ä	ä	alms.....s
E	e	ell .....et
Æ	æ	ale.....e
I	i	ill .....it
U	u	eel .....i

Labial.

O	o	on.....ot
Q	q	all.....o
Ø	ø	up.....st
Ö	ö	ope.....o
U	u	full.....ut
W	w	food.....u

A 1lb. parcel of Tracts explanatory of Phonetic Shorthand and Phonetic Printing, may be had from I. Pitman, Phonetic Institute, Bath; post-paid, 6d.

We have always been inclined to regard attempts to improve the spelling and sign-representation of the English language as visionary, partly because so many very miserable failures have been made in this line, and partly because there appeared so little reason to expect that any improved system would ever be so generally adopted as to become of practical utility. Our views, we candidly confess, have been much changed since we lately became acquainted with the system of Phonography invented by Mr Pitman of Bath. We shall endeavour to give our readers some general knowledge of it, certain that, if we fail in making the subject interesting, it must be our own blame, as the lectures of our preceptor in the art were universally felt to be that and something more, namely, entertaining.

The evil which Phonography primarily proposes to reform, is the imperfection of our alphabet as a means of representing the sounds of our language. There are about thirty-eight sounds in the English tongue, and only twenty-six letters with which to express them, two of these *c, g*, having two different sounds to represent, while *q* represents a sound which can also be represented by *k*. The representation of sounds by signs began in the infancy of mankind, and was very inadequately effected by the alphabets which they invented. The forms of the letters of these alphabets were determined by chance and caprice, and were far from being so simple as they might have been. The consequences are, that the words of all written languages are set down or spelt in an arbitrary manner, and that the writing of these languages is invariably a tedious process. There is confessedly no principle in the spelling of English words. The letter *a*, for instance, has four sounds, as *psalm, mat, mate, fall*. The other vowels have several sounds each; and several combinations of letters of frequent use, have different sounds in different words; thus, *ough* has the various pronunciations expressed in *thought, though, through, plough, cough, rough, hough, hiccough*.

The language is full of anomalies of the same kind, inasmuch that, on a careful investigation of 50,000 words, it is ascertained that only about 50, or one in a thousand, are pronounced as might be expected from the spelling [from the sounds or names which we give to the letters of the alphabet.] The following illustration is a less striking one than the above, yet sufficient to show how far our orthography is from being a guide to pronunciation. It need scarcely be remarked what a difficulty our imperfect representation of sounds introduces into the study of our language, both for children and strangers. A child who is told that *love* is *luv*, necessarily of course presumes that *o* has the power of the vowel sound in *luv*, and, on coming to pronounce *prove*, supposes himself right when he says *pruv*; whereas it is *proove*. And so on with all the other 49,950 misrepresented words of the language.

each of which requires a special effort of memory regarding itself, before the student can be considered as perfect in orthoepy; the acquisition of orthography, or correct spelling, being a converse difficulty of not less magnitude. How much of the time, labor, and mental energy of an infant is thus absorbed merely in getting over the difficulties imposed by a bad system handed down from antiquity!

It is obvious that, by having a sign for each of the thirty-eight radical sounds, and spelling the words with these in all instances according to the sound, the literature of our speech would be of infinitely easier acquisition, because we should then be guided by a few simple and invariable principles, instead of being required to fix thousands of eccentricities in our memory. To furnish such an extended alphabet, has been often attempted, but never successfully, in our opinion, until now, when the task has been undertaken by a man apparently of much ingenuity, guided by an enlightened view of natural principles. Mr Pitman's system has also the advantage of furnishing a shorthand of an unusually easy kind.

Such are the main features of Mr Pitman's Phonography [and Phonetic printing]; a few less important particulars are overlooked for the sake of simplicity. It appears that the system, wherever it is explained, meets a warm reception from many persons. It impresses all with an admiration of its simplicity and truthfulness, the result of the relation which it bears to natural principles; and hundreds and thousands have studied it so far as to be able to correspond in it. We find that four lessons have enabled us to convey the system into our mind, and that only practice could be further necessary to enable us to write it with ease and speed. The great question will be, of course, to what good? We wish to give a candid answer, when we say that a large and wide-spread adoption of the system does not seem to us altogether to be despined of. It is very clear that, when the present acknowledgedly bad system is once, with whatever difficulty, acquired, there is a great indisposition to take the trouble of mastering a new one, however simple. Familiarised with literature in its present appearance, every new mode of expressing it appears barbarous and ridiculous; and there is a positive dislike to all fresh trouble upon the subject. These facts may be admitted, and yet we would still say that Phonography may make progress. A writer for the press may have the benefit of its distinctness and brevity of manual labor, where he is accustomed to have his manuscript set up by one set of compositors, these individuals being also acquainted with it. Merchants and others, accustomed to correspond, may take advantage of its amazing facility. And by thus, as it were, effecting settlements amongst us, it may in time advance to be the predominant system. There are, however, other hopes for *Phonography*. It [or rather *Phonotypy*] may yet be found of

vast service in the missionary cause. When a need occurs, as is every day the case, for expressing the Scriptures in a barbarous and hitherto unwritten language, this mode of writing ought decidedly to be adopted. We undertake to say that, expressed by characters so unequivocal, and so easily distinguished, a savage novice in Christianity would learn to read the Bible in one-twentieth of the time necessary when his language is expressed in English characters. The difficulty of rightly expressing a hitherto unwritten language in our alphabet, has been experienced near our own doors; namely, when in the reign of Charles II., it became necessary to print books in Gaelic. Written as this language is, no ordinary scholar could read it from a book, without a great deal of particular instruction; but a phonographer unacquainted with the language could write a sermon at Killin, and his manuscript could be read out by another phonographer to an audience in Kintyre, not one of whom would fail to understand it, though it was a mere babble to the reader. We cordially, then, recommend the consideration of Phonography to those engaged in the diffusion of sacred knowledge among the heathen: it would probably be found the greatest aid they had ever derived from human ingenuity for the advancement of their objects. It might even be worthy of deliberation, whether Phonography is not the mode of reading which should be first imparted to the young. Children of six years old would learn to read it in a very few weeks, and their minds would thus be at once prepared for the further illumination to be gained from education, instead of spending years in mastering eccentricities and barbarisms which are purely accidental, and when learned, constitute no real knowledge. An acquaintance with the 49,950 capriciously-formed signs for as many words, might be acquired in subsequent years, when the mind was better fitted to such a task. Only, it is to be feared that, if once accustomed to the clearness and truthfulness of Phonography, it might be found impossible to bend the mind to pay the needful attention to what has been called One Great Untruth—the ordinary mode of expressing our language. [This fear has been proved to be without foundation.]—*Chambers's Edinburgh Journal*, 2 October, 1844.

RHYMES TO THE EYE.

BY A DEAF GENTLEMAN.

From the "Liberal," an occasional publication, now discontinued.

I long'd for Dublin, thinking there to laugh
 With Jolly tipplers o'er there *usquebaugh*;
 For I've a merry heart and love that juice,
 Which London hath not good at any price.
 Thither I went; (but once was at the Plough)
 Some time uncounted, after I'd enough

I sallied forth, and in the street *alas!*
 I plunged into a horrible *fracas*,—
 So horrible, that all my bones did *ach*,*
 And I was forced to ride home in a *coach*
 Entreating Dora to achieve a *pot*
 Of salve from a Chirurgical *Dépôt*.†
 Truly I cannot boast of such *éclat*
 As could my friend, whose sword, this way and *that*,
 Brandished through Islington and Highgate *thorps*,—
 For he belongs unto the Light Horse *Corps!*
 Next morn I had a great mind to *indict*
 The bludgeoners, but could not well *convict*;
 And fain was I to take their *promises*
 Of good behaviour, touching many *bruises*.
 But if again they catch me in that *region*,
 (Well-named Ire-land, since I am not a *lion*
 The world may call me fool, and I'll say—"yes,"
 For I don't like bones batter'd and black *eyes*.
 No! rather would I seek *Constantinople*,
 Although the Turk's men are a strange *people*,
 And I've no predilection for a *plague*,—
 Then drink in a continued fearful *ague*.

* Here the deaf gentleman takes the liberty of making a mistake in orthography, for the sake of rhyming to the eye. This is tantamount to our making such words as *none* and *own* rhyme, which they neither do to the eye nor the ear.—*Ed.*

† I am aware this rhyme may be carped at. However, Pope rhymes "way" and "away" together, and that is good authority. For my part, I think "pot" and "pôt" rhyme very well together.—*Note by the deaf Gentleman.*

Konversejon ov Men ov Jiniss.—Tase's konversejon woz nider ge nor brilliant. Dante woz jder tasitsrn or satirikál. Bstler woz jder szlen or bítj. Grs seldom tókt or smjld. Hegart and Swift wer veri absent-mjnded in ksmpani. Milton woz veri snesjabel, and iven iritabel, when prest intu konversejon. Kerwan, de kopiss and elokwent in psblik adresej, woz mjer and dsl in kolekwial diskors. Verjil woz hevi in konversejon. La Fonten apird hevi, kora, and stupid—hi kud not spik and deskrib whot hi had jst sin; bst den, hi woz de model ov pøetri. Cøser's silens woz mer agriabel dan his konversejon. Driden's konversejon woz sle and dsl; hiz umor satsrjn and rezervd. Kornel, in konversejon, woz se insipid dat hi never feld in wirnj; hi did not iven spik korektli dát laggwej ov whiq hi woz sq a master. Ben Jonson yzd tu sit sjlent in ksmpani, and skk *his* wjn and *der* umorz. Soudi woz stif, sedst, and rapt sp in asetisizm. And wi me ad, in konkluzjon, gret tokerz ar veri seldom gud konversejonalsists.

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I now continue my remarks on the merits of the Phonographic Reform, proposed by Mr. Isaac Pitman, of Bath. As at present exhibited, it consists of two branches—the Phonographic and Phonotypic; the former being, in fact, only a more scientific and certain system of stenography than has been before invented; the latter, an attempt to change the orthography of the English language, (always, of course, by the good will of writers, printers, and purchasers.) Of the stenographic branch little need here be said, as our object is now to examine the more important pretensions of

A rectified orthography, founded on the principle of making each letter the unvarying representative of one sound.

On this proposal, several questions may be stated.

1. *Should each sound in a spoken language be represented by one exclusive sign?*

We would answer this question by another precisely analogous; Shall we go from Boston to New York by a direct road, or by a route which takes in the White Mountains of New Hampshire? Now the answer to that question must depend upon another;—What is the object aimed at in traveling? If it is merely utilitarian, or in other words to be in New York instead of Boston, no one would hesitate to answer. But if it be to fatigue as many horses and spend as much money by the way as you can, or if the mere pleasure of traveling and not the getting to New York be the object, then let us have the northern route.

The present English alphabet arose, with most others, from the Hebrew alphabet. We have no means of determining whether this expressed all the sounds which the ancient Israelites employed in speech. The probabilities are strong that the physiology of speech was too little understood at that period to make a perfect alphabet. And when we follow the stream of written and spoken language, through the Semitic, Greek, and Latin periods, we have no means of determining their adaptedness to one another, because the latter eludes our sight, to a great extent. But, supposing the alphabet in its earlier stages to have been precisely conformed to our present conception of a normal alphabet, it is very certain that at present it is, as employed to represent the English language, the most anomalous thing in the republic of letters. We have referred, however, to the history of our alphabet, in order to destroy any remnant of respect it may receive from either a supposed sacredness of origin, or from a supposition that it was the result of the wisdom of our ancestors. So far as they were concerned we have no evidence that a single letter was introduced or dropped, or its power changed, as the result of any deliberation, or any thorough consideration of the rationale of an alphabet. On the contrary, there is every reason to believe that the pronunciation and the writing went off into increasingly divergent channels, and

that their changes were not made in reference to adapting the one to the other; so that we have now reached the Dead Sea of Barbarism in written language. In other words, no reason in the nature of the case can be given why an alphabet should not be a definite and complete representation to the eye, of the sounds which address the ear. Our ancestors have sent us down something the very opposite of this, without a single reason to convince us that it should be so, or to remove our convictions that it should not be so.

Our second inquiry is,

2. *Should each representative of a sound bear the name of that sound?*

We see no reason against it, but an obvious reason for it, so far as it is practicable. That reason may be thus stated;—if the power and name of the letter be identical, then the instant a beginner meets the letter and sounds its name, with which he has become familiar, he has no second process to pass through, to reach the power. And why should he have, any more than for every three steps forward, we should take one backward? There are, indeed, some letters, such as the mutes and semi-vowels, which will require a vocal addition. But that should be so simple and uniform, as to diminish to the last degree its embarrassing influence in passing from the name to the power.

3. *Should we change the present orthography of the English language?*

This is a very different question from the first, although involving it; for we might believe it desirable to have a perfect alphabet, in itself considered, and undesirable, all things considered. This point may not have met sufficient attention from reformers. A tumor on the body is pronounced a tumor, and yet it might be better to live with it, than to die in the process of excision. In order to bring the matter fairly before us, let us imagine that we were now commencing *de novo* to form a written representation of the English language, because every one is convinced that something ought to be done in the matter. Three candidates present themselves, with their respective systems before a committee of literary men.

The first recommends that we retain the orthography of the language, on account of the obviously numerous inconveniences which must result from attempting to alter it; but that the change be in bringing the spoken language to correspond with the written language. "Nonsense, nonsense!" cries out the whole company of examiners. "Nonsense, nonsense!" is echoed in thunder from the eastward of the "disputed territory," to the westernmost log cabin in Texas. And if any one doubts the absurdity of the proposal, let him think for a moment of bringing all the terminal *oughs* of our language under one sound, say that of *plough*.

Then a man has a very severe *cow* (cough), and as if that was not *enow* (enough), the *trow* (trough) which he *bowl* (bought) for the *dow* (dough) was so *row* (rough), and left the bread so *tow* (tough), that he *sowt* (sought) *throw* (through) the whole town. But his pains *browt* (brought) him *nowt* (nought) but labor fraught with vexation, against which he *fowl* (fought) in vain.

Will the people ever talk so? Never, never. That candidate may then withdraw. The next appears and offers a language in which, out of 50,000 words, 49,950 are spoken one way, and written another; and in which, for thirty-eight sounds, there are 26 visible representatives; and as if that were not absurd enough, three of these characters are useless, and the others are used in the most unmeaning, perplexing, outlaw manner conceivable. One poor little *a* is seen sometimes standing perfectly unnoticed (as in *broad*), and then he has to do the work of *ah*, and *aw*, and *at*; and sometimes three great lounging fellows, *ugh*, stand by his side doing nothing, as in our beautiful word *slaughter*. "Out, out with such barbarism," exclaims each member of the commission; but, rejoins the reformer, the very same objection lies against the language you are now employing. Admitted, they say; but that is only on account of the great difficulties in the way of effecting a change.

Now that is just the admission we want. And believing it to be all that can be said in favor of our present written language, we pass to consider the claims of the third candidate. He says that, deeming it a hundred fold easier for literary men to change the written than the spoken language; and believing that changes in pronunciation must be gradually taking place in every language by the influence of physical and moral causes; and farther believing that immense advantages would result from having the written and spoken languages exact representatives of one another, he proposes to the learned commission to form an alphabet in which one sign should stand the sole representative of each sound, and that so far as may be, the sound be the only name of the sign.

The commission then asks for the advantages of his system, which he states as follows:—

ADVANTAGES OF SUBSTITUTING A PURELY REPRESENTATIVE ALPHABET AND ORTHOGRAPHY.

1. *As an enterprise of philanthropy*, its benefits will be experienced in many ways and by many classes. We are now legislating for unborn millions, and deciding the question whether they shall be subjected to walk into the temple of knowledge while their feet are yet tender, over rough rocks, broken glass, and bogs, because we enjoyed that discipline; or whether they may go in a plain, straight, smooth path into the art and mystery of reading. I have no desire to diminish any portion of mental exercise which

goes to mature the faculties; but I seriously believe that the human mind is retarded in its progress by the barbarous treatment to which it is subjected in the first steps of acquiring knowledge. The mechanical process of learning to read ought to be made as easy as possible to the tender mind of a child; let the work of mental discipline by grappling with crooked things, and contradictory things, and false things, come later, if it must ever come. If there be any advantage to us in possessing the ability to read, then it would be advantageous to all that have not that attainment to acquire it. And he who diminishes the difficulties of making that attainment is, to many, virtually a second inventor of the press. There are millions who now stand just in that position, that if things continue as they are, they will never learn to read; but if a simpler, readier process be universally introduced in their day, will make this attainment. An adult of ordinary memory could learn to attach the proper sound to each sign so as never to forget it, (calculating the time consumed in repeating and combining it with other sounds) in ten minutes. So that if there are 60 sounds in all the written languages of the earth, and he could pronounce them all,—in ten hours he could learn to read, that is pronounce the words of any language in the world, if printed phonographically. This is sober truth. And not to press it into what some may deem the regions of extravagance, in seven hours an adult of ordinary memory could learn to read a phonographically printed book in the English tongue. This fact ought to arrest the attention of philanthropists, of missionaries, of the teachers of emancipated slaves, and others similarly employed. I say unqualifiedly that he who publishes a good book in phonotype, and teaches the now uneducated class to read it, is a public benefactor, even if it is never adopted by the higher classes. Suppose that book to be the Bible, and let it and the phonetic schoolmaster go through the middle, southern, and south-western states of this large country [America], amid our own uneducated population and the uneducated emigrants, and he will do an immeasurable good.

It has likewise important bearings upon that increased acquaintance with each other by the nations of the earth, which is to promote the charity, and diminish the hostility and cruelty of the human race. Suppose the facility of acquiring the English language thus diminished to foreigners, what stores of moral and religious instruction, (such as are found in no other language), would be opened so much more fully to them! It must not, however, be supposed that in presenting this consideration we overlook the fact that, enabling a foreigner merely to read our language is not doing as much for him as it is for a native. In the case of the former we only facilitate his acquisition of the language; but for the latter we effectually break down a barrier

by which the mind has been kept from communing with the writers of his own tongue.

2. *It will promote the interests of orthoepy and orthography.*

Let any one take up our authors from Wycliffe and Chaucer to the North American Review or New Englander, and our lexicographers from Bailey and Dyche down to Webster and Neander, and see the glorious uncertainty of orthography, deserving to be as proverbial as that of the law. Now I do not imagine that there is any competent tribunal to determine the disputed points, nor to secure a fixed standard of spelling or pronunciation, yet much might be done. As the causes which go to change the spelling and sound of words are real and definite, and as some of these alterations are improvements, and others are signs of degeneracy, nothing can have a greater tendency to keep these changes under the eyes of all who read the language, than to commence turning every one's attention to the delicate shades of sound (now generally overlooked), in almost every word, and reducing pronunciation to so definite a visible expression that no change of pronunciation can steal into a district without alarming the whole country at once by its exposure on the printed page. For, it must be observed that then every one will write a word just as he pronounces it. These remarks, however, do not apply to our equally whimsical accents, because no provision is made in this system for introducing them into any other books than spelling-books and lexicons.

3. *Its introduction will be another triumph of the genuine spirit of reformation.*

To get rid of a practical absurdity is always in itself desirable. The importance of the reformation increases as the evil is widely spread, and affects the great interests of society. When such an evil is removed without disturbing any other great interest of society, more is accomplished than merely the removal of that one evil. There is given a new evidence of the recuperative element which God has placed in human society like that which he has placed in the human body. There will be fresh encouragement to the friends of man; and a model will be furnished for the rectifying of other abuses. Now, that the English language needs such a reformation, we suppose to have been obvious for many years. So far as I know, it is the most anomalous and reckless in its pronunciation of any living language. Like Sir John Moore, it is there "alone in its glory." And the mode of conducting this reformation is precisely what it should be. By fair and kind and courteous discussion it seeks to convince, it courts inspection, it works and waits for society to be ready for its adoption. There is perhaps no force in the consideration, but it does somewhat impress me, that there may be some demoralising influence in the practice of calling a letter by a sound, and then in the great majority of cases where it is used, contradicting this very instruction. Does it not tend to destroy a child's confidence in the veracity of

a teacher, or at least in the truth of things? The little creature has strained his optic muscles to observe the peculiar form of the letter *c* for example. For, it will be remembered that concentrated attention to form, that comparison and discrimination are the result of a strong and continuous voluntary effort. Now when he has reached the point of marking that *c* "goes clear round," but that *c* "stops," and that this has the hissing sound, and then comes to apply his knowledge, and with great delight for the first time makes a combination of it with *ap* (an old acquaintance it may be), and cries out *c, a, p, sap*; what is his mortification to be told, "no; *c, a, p, kap*. But if we have not refined too far, mortification is the least evil result. His trustfulness receives a shock, and he puts his mind into this attitude; now when I am told that *c* is *see*, I will not believe it, I will believe that it is *kee*. But not to insist on this, it seems to us there will be a truthfulness and simplicity in the Phonographic system, which we should love to see supplant the present awkward, cruel, false creature who stands janitor at the door of knowledge, and who gives to children some of their first associations with science.

4. *It will promote the interests of science, and general knowledge and Christian benevolence.*

Everything which diminishes the consumption of time, strength, and money, in recording and publishing the results of mental effort, must advance the great interests just named. Look, then, at the chirographic department of this art. It has secured what no system of Brachygraphy ever before secured,—extreme brevity with complete legibility. The lawyer, the merchant, the preacher, the author, the editor, the reporter, can save five-sixths of their time now devoted to writing. A simple illustration may show the importance of this. We and all European nations are now employing a system of stenography. Suppose we should abandon it, and go back to writing in our own language what we now express in characters borrowed from the Arabs. For instance, take the sentence, "The twenty-eighth of May, eighteen hundred and thirty-eight, received eight million, nine hundred and forty-seven thousand, five hundred and seventy-seven pounds of cotton." Now we express it thus:—"28 May, 1838, received 8,947,577 lbs. cotton." Here is the difference between 36 downward strokes of the pen, and 145. Suppose one merchant writing out every word as in the first specimen here, for ten hours of a day, and another employing the Arabic and shorthand; not only will the latter save seven hours and a half, but when his work is done it will be more beautiful to the eye, and a hundred fold easier to examine. But the shorthand connected with this system saves still more time and labor than the Arabic figures, by which we express sums and quantities. Already thousands of letters are written in this character in England. But perhaps no profession should welcome it more cordially than the clergy. Many a constitution might have

been preserved to a good age, that now lies in a premature grave, if the body had not been chained so many hours every week to that fatal writing desk. Orators and reporters should equally hail it, for it will save the one from the vexation of being misrepresented, and the other from misrepresenting. Some of the finest effusions of oratory have been extempore, and are lost for ever, for want of a phonetic system of sufficient brevity to admit of its being written as rapidly as a language is spoken, and yet so definite and accurate as to require no dependence upon the memory. Such Mr. Pitman's Phonography appears to be.

But not to dwell upon this branch which is not so much to our present purpose, we would refer to the immense saving in press work. It is said to be one-fourth. [It is one-tenth.] See the bearings of this on the operations of our Bible and Tract Societies. Every £100,000 becomes in value £130,000 and upwards. But a still higher, though remoter, advantage is, that it is the first efficient step towards a universal alphabet. Such a thing is feasible, for it exists now in music and mathematics. And it is of great moment. Perhaps in twenty years there may be a congress of nations, not to map out empires and appoint masters for the world, but to adopt uniform visible representatives for all the spoken languages of the world. Then one mighty barrier between the members of the human family will be removed, and the acquisition of languages be greatly facilitated. Then the missionaries who are reducing the languages of barbarous nations to a written form will have a uniform standard which will aid and not retard the progress of civilization.

But to all this it may be replied that the confusion would be insupportable if the proposed change were now introduced. I would reply, that if the good of the whole is to govern us, that consideration can soon be disposed of, at least in theory. We have only to compare the confusion of the hundreds that now read, with that of the millions who are to learn to read. If the present generation of readers will consent to perplex themselves so much as to learn a new alphabet, it will save all that are to follow us the perplexity of learning and of then unlearning, as our present alphabet renders necessary.

Whether this change will be brought about, none is competent to say; or, if it shall be accomplished, whether it will be in this generation, depends upon many things which we do not and cannot know. If the pressure upon our sense of absurdity and upon our philanthropy is stronger than the love of ease and of what is, then it will gladden our day.

How shall the change be effected?—"that's the question."—*Rev. Edward N. Kirk, in the "Phonotypic Journal," 1845, page 45.*

A 1lb. parcel of Tracts explanatory of Phonetic Shorthand and Phonetic Printing, may be had from I. Pitman, Phonetic Institute, Bath; post-paid, 6d.

The Reading, Writing, and Spelling Reform.

The Reading and Writing Reform consists in the introduction of a phonetic alphabet of thirty-eight letters to represent all the sounds of the English language. This alphabet is adapted to Shorthand and Longhand Writing, and to Printing. Phonetic Shorthand is as legible as common writing, while it is written in one-fourth of the time, and with half the labour. By means of Phonetic Printing, children and ignorant adults may be taught to read accurately in phonetic books, in from twenty to fifty hours' instruction; and a few lessons will then render them capable of reading books printed in the common spelling. The education of the poor is thus rendered not only possible, but easy.

PHONETIC PUBLICATIONS.

Phonetic Shorthand.

Printed in Phonography, or the Corresponding Style, unless otherwise expressed.

- Aesop's Fables.* Learner's Style, 6d.
- Selections from the Best Authors, in the Reporting Style, with printed Key, 6d.
- Debate on the Irish Church Bill in the House of Lords, 1868. In Reporting. 2nd edition, with a Key to the introductory speeches, 3s., cl. 3s. 6d.
- The Sexes; Here and Hereafter. By Dr Holcombe, 1s.; cloth, 1s. 6d.
- A Prize Essay on the Best Method of Teaching Phonography, 8d., cl. 1s.
- The Psalms, 9d.; cloth, 1s.
- The Other Life, 1s.; cloth, 1s. 6d.
- New Testament, roan, gilt, 4s. 6d.
- Self-Culture, by Prof. Blackie; in the Corresponding Style of Phonography. Price 2s.; cloth, 2s. 6d.
- Phonetic Journal, published weekly, 1d.; monthly, in wrapper, 5d. Each number contains eight columns of shorthand, in the Learner's, Corresponding, and Reporting Styles, Intelligence of the progress of the Phonetic Reform printed in the usual spelling, and articles of general interest printed phonetically.

Carte de Visite of Mr Isaac Pitman, Inventor of Phonography, 1s.

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Phonetic Alphabet, containing the Shorthand, Longhand, and Printing Letters, 1s. per gross.

Books of the value of 1s. and upwards are sent post free; on books under 1s., postage is charged at the rate of 1d. for 1/2 lb.

The books recommended to the student on commencing the study of Phonetic Shorthand, are the Phonographic Teacher and Copy Book.

See Pitman's Complete Catalogue of Phonetic Publications.

London: Fred. Pitman, 20 Paternoster row, E.C.

Bath: Isaac Pitman, Phonetic Institute.

Chart of the Phonetic Alphabet, containing the Shorthand and Printing Letters, 23 inches by 35, 4d.

Tablets, or the letters of the phonetic Alphabet, printed on card-board; *Small*, 3d., *Medium* 1s. 6d., *Large* 4s.

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The Wonderful Pocket and Other Stories, by the Rev. Chauncey Giles, 6d., cloth, 1s.

Our Children in Heaven, by Dr Holcombe, cloth, 1s. 4d.

A Persuasive to the Study and Practice of Phonography, 1d.; 4d. per dozen, 3s. per gross. (In the common spelling.)

A Recommendation of Phonetic Shorthand, by the Rev. D. D. Whedon, 1d.; 4d. per dozen, 3s. per gross. (In the common spelling.)

A Glance at Phonotypy, or Phonetic Printing, 1d.; 4d. per dozen; 3s. per gross. (In the common spelling, with a specimen of phonotypy)

A Lecture on the Reading and Writing Reform, by James Hogg; 1d.

The Art of Writing, by C. F. Pearson, 1d.

History of Phonography—how it came about, 1d.

In our courts of law, in science, in the arts (generally), in trade, in all domestic and family affairs,—in short, from the highest act of sovereignty to the humblest office of the lowest menial, *truth and right* prevail either actually or professedly; but in the use of letters to represent speech, reason is set at defiance; and common sense, when employing the letters according to their usual powers, is stigmatized, by “the learned world,” as a “dunce!” But can that be “learning” which runs foul of reason and common sense? From A to Z confusion reigns triumphant. Our printed books, when examined by the light of phonetic science, are seen to be little better than impressions from what the printers call “pie;” and tiresome, indeed, is the task of learning how this “pie”—this medley, is to be interpreted as the representative of our beautiful spoken language. When we pronounce A, we write *ai* in one words, as *pain*; *ae* in another, as *great*; *ei* in another as *veil*, etc.; there being no less than twenty lawful ways in English of spelling this one sound! For the sound of Z, we *generally* write *s*; as *is*, *as*, *please*, *criticise*; sometimes *z*, as *legalize*; at other times *x*, as *Xenophon*, and so on; there being, in fact, nine ways of representing this sound! So it is with respect to every letter that lies between these extremes of the alphabet. Everybody is conscious that the letters are thus misused, though few have taken the trouble to see how far the evil extends; and everybody, except phonographers, seems willing that it should continue! But, why should the art of writing—the very art that an intelligent and commercial people use more than any other—be in this state? Let it be remembered that this is the *only* art that is subject to the capricious rule of Folly. And the worst of all is, that so long as things continue as they are in this respect, all these inconsistencies have to be learnt before we are permitted to apply ourselves to the acquisition of real knowledge. We do not assume any power beyond that which the possession of truth confers on everyone; we jeopardize not our claim to a sound judgment when we say, that from henceforward, letters may be used—as all other things are—in accordance with truth and reason; and he who so employs them, will not be called a “dunce.” *Phonetic spelling is no longer a mark of vulgarity and ignorance.*

The sounds of a language are its oral letters, and ought to be expressed at all times in the same manner. In English, however, the most frequent sound, *e*, is expressed in twenty-three ways! Two other sounds have each twenty modes of representation! another has nineteen, and so on down to the lowest number, which is two! Yes; let the fact be proclaimed in the ears of Englishmen till their cheeks burn with shame,—there is not a sound in the language—there is not a letter in the natural alphabet of speech, that has a single, simple, uniform mode of being represented to the eye! And there is not a letter of the

A, B, C alphabet, that invariably stands as the representative of the same sound! We really cannot speak upon the subject but in tones of exclamation. A system of writing, in which the very word *truth* is a threefold literal falsehood, containing three letters that are not heard, in the place of two others that are spoken; and the word *right* is a grievous wrong, because it has in it two letters that are not pronounced at all, and never will be;—such a system deserves, as it is at last receiving, the execration of mankind. In this sad state of things, with regard to the use of the alphabet, is the unobserved cause of all the ignorance that prevails in the land. People cannot read and write till they have mastered, at least, the greater part of these fooleries of literature; our laboring population cannot command either the money or the time necessary for this purpose, hence they live and die in ignorance; and those whom Providence has favored with the means of surmounting these difficulties, waste from three to seven of the most valuable years of their lives over the task. In consequence of the perplexities at present attendant on the use of letters, millions of every generation, even in civilized England, are doomed to live in the darkness of mental ignorance, and in the moral depravity which is inseparable therefrom. Phonographers! we again ask—and we put the question to *you* as the only persons who will give an attentive ear to it—shall these things continue? On *you* depends the solemn responsibility of introducing phonetic writing and thus removing all the falses and evils of the present system. Should you neglect your duty, on you will rest the guilt of having possessed the waters of literal truth, and refusing to hold your cup to the parched lips of your neighbour; parched? aye, so parched that they have not life enough to quiver a prayer for relief.

Were Lindley Murray now alive, we think he would somewhat modify his definition of the “first part of grammar,” and no longer suffer himself to be made the sport of children, for calling it “the *just* method of spelling words.” Wherever Phonography is introduced into schools, the children—bless them! they are phonographers by nature—make merry with the old spelling, while they delight to call over the *true* letters or *sounds* of words. What is more pleasing to a child than an echo? Every word is an echo when phonetically spelled and pronounced, and, as such, it gives life and joy to the expanding infant mind. A lady said to us, the other day, in a phonographic conversation, “I am daily engaged in the instruction of the young, and find it a ‘delightful task,’ indeed. How much more so would it be if the ‘good old way’ of spelling were superseded! My pupils number ten, four of them learn Phonography, and you would be amused to hear one, of thirteen years of age, find out the absurdities of our *language*, and make the others laugh at Murray’s ‘just method of spelling words.’ I am wicked enough to encourage them, and laugh

also. Shall they begin Phonotypy? I want to know. Phonography becomes daily more and more dear to me. I cannot tell you how I love it." Another correspondent writes thus,— "Mamma!" said one of my little girls, coming to me in petulance at being contradicted where she thought herself correct, 'Isn't this "niz"?' (pointing in her book to the word "neighs") and Miss S — says it is "nez." Poor child, said I, *neighs* is called 'nez;' but Mr Pitman would not spell it so. You will be obliged to learn it as it is in the spelling book, till Mr Pitman has convinced all the clever men who make books, how much better it is to spell as *he* does—by sound. A smile animated the faces of all the pupils, and some exclaimed, 'O! I wish we might spell by sound always.' Thus, (adds our correspondent,) your name often comes up in my school-room, and thus we take the liberty of exposing the errors of our learned men before the eyes of little children, who plainly see and heartily lament the absurdities of our present mode of spelling. When we come to these break-jaw strings of letters to make one simple word, I never fail to take the part of the dear children, and call the attention of the whole school to the advantages of Phonography." These are the influences that are at work throughout the land, and they will assuredly bring about phonetic writing and printing.— *Isaac Pitman in the "Phonotypic Journal," 1845, p. 130.*

While we are still children, and have to thumb the spelling book, and perhaps, with many tears, to learn the orthography of every word in the language out of Entick's Dictionary, or some such well-known school manual, we feel all the horrors of our present heterotypy; but when we have mastered the art of spelling so far as to be able to *read* fluently at sight, and to write without making any very great mistakes of orthography, we forget the intense labor with which we acquired two arts, which are nearly as necessary to us as speaking and hearing. And because we feel no trouble in reading words with which we are familiar by having seen them thousands of times in our lives, we overlook the fact that every one who sees them *for the first time* will have the greatest difficulty in discovering what sounds they represent. But, take the foreigner—we shall learn more from him than from a boy, because when we see a man in full power of intellect, desirous of learning, and unsparing in his efforts to gain knowledge, yet fail to acquire a facility in reading our language, even when the mere pronunciation of any word offers no difficulties to him, we can no longer put ourselves off with paltry excuses; we must own that there is a why, and a very serious one, although we do not *now* feel it ourselves. We don't feel it? Nay, let us be sincere; let us take up a scientific work, containing many new words, technical words, derived from languages with which we are unacquainted, and *Englished* after the usual disguising fashion, do we never stumble—never falsely accentuate—never blunder in

the sounds given to the vowels? Nay, take the very name of the art we are now treating of, PHONOTYPY; present it thus written, and see whether every one pronounces it nearly in the same way; will you not hear "fənótípi, fənétípi, fonétípi," and such like? We have heard these pronunciations given. But without travelling to unknown languages, let us take technical words of common life; the printers have types called *primer*, *pica*, *burgeots*, and paper called *demy*. Well, my friend, how do you pronounce these words? If you have spent your time at a public school and at a university, if you have learned French and Italian, we imagine that you will stumble upon very many pronunciations before you arrive at the true, "primer, píka, búrjois, demj." The first, perhaps, you may utter, though it will be only a guess, but, if you are like ourselves, your first ideas of the three last will be "pika, búrjwa, and demi;" sounds very remote indeed from the usual ones. Thus it is with all words in common life. What landman guesses that *boatswain* spells "børsen," *coxswain*, "koksen," *studdingsail*, "stnsel," etc.? These you will say are extreme cases; but why so? Only because *your* particular avocations have not led you to utter these words, or hear them uttered. Recollect that the foreigner is in the same predicament with respect to *all* the words in the language; and for this reason—the letters in our alphabet have no fixed sounds attached to them, nor is the same sound invariably represented by the same combination of letters.—A. J. Ellis's "*Plea for Phonetic Spelling*," (now out of print)

Kstij Stil Relz Kòld.—He kstij ov a fil in havs wíð soft íron iz an old lektúr eksperiment. He soft íron formd a disk about 8 inches in djiameter, mounted on a led spindel, and rún at about 2,000 revolúsjonz per minit. A fil held tu de ej ov de disk woz kst in tú in about ten or fiftin sekondz, de disk biij sñharmd. He sjuer ov sparks renderd dis a brilliant eksperiment, veri popular wíð a jeneral wdiens. He prinsipel involvd iz nou biij apljd tu a praktikal psrpos. Mr Earls Whit, manejer, Ser J. Broun and Kó's Works, Zefild, has found de kost ov kstij of de end ov stíl relz kòld in de ordinari we sò enorms dat hi rezolvd tu trij anders ekspidient. For eksperiment, hi had an ordinari rel sò put intu de led and ol de tíj kst of. He revolvjng disk woz den mounted on a spindel and driven at nírli 3,000 revolúsjonz a minit. He disk woz trí fit in djiameter, sò dat its serksmferensal velositi woz about 27,000 fit, or óver fjv mjlz a minit, or 300 mjlz an our. Stíl relz fòrst agenst de ej ov dis disk wer jízili kst frun in trí or fòr minits jg. He relz wed 65lb. tu de yard. Sparks flun in absndans, and de disk apird tu melt de rel befór it; bst after kstij fjv relz de disk itself woz not sensibli worm. He eksperiment woz sòg a komplít sskses dat de ferm intend putij sp a veri pouerful sò for de psrpos ov kstij kòld stíl relz.—*Enjinir.*

A flb. parcel of Tracts explanatory of Phonetic Shorthand and Phonetic Printing, may be had from I. Pitman, Phonetic Institute, Bath; post-paid, 6d.

AN EPISTLE TO A PHONOGRAPHIC FRIEND.

When I am weary of my Mother-tongue,
 In which I learn'd to read and spell, when young ;
 Or *speak* and *write*, and am not understood,
 As heretofore, by my own flesh and blood ;
 When Chaucer's Tales, and Spenser's Fairy Lay,
 As worn-out legends, shall have passed away ;
 When universal Shakspeare's page profound
 Shall be a thing to criticise by sound ;
 And Milton's Song caught from a higher sphere,
 Hath lost its music to my palsied ear ;
 When they who, by new crotchets unbeguil'd,
 Drank from the well of English undefil'd,
 Bards, Statesmen, Orators, and grave Divines,
 Whose memories live in their immortal lines ;—
 When *these*, by some new-fangled strange conceit,
 Shall, with their works, be counted obsolete,
 Then, not before, I may for truth receive
 All modern babblers ask me to believe !

Nor can I look upon as more inviting,
 The novel characters you give for writing ;
 I'm child enough, and hope such long to be,
 To have a *liking* for my A, B, C ;
 And to our antiquated Alphabet
 Owe a long-standing and long-cherished debt.
 Its old familiar aspect, to mine eye,
 No hieroglyphic symbols can supply ;
 Scrawls, scratches, dashes, spider-legs, and lines,
 To me are unintelligible signs ;
 Upright or sloping, this or that way leaning,
 They speak no language, and convey no meaning.
 But the New System saves much time. Indeed !
 Must we then write, read, spell, by rail-road speed ?
 'Tis bad enough, whene'er we go abroad,
 That fire and smoke must urge us on our road,
 And, for the music of the birds and spheres,
 To have that horrid whistle din our ears ;
 Must we not *ride*, alone, as if we flew,
 But the same haste adopt in all we do ?
 "*More haste worse speed.*"—the proverb still holds true !

I wish that Pitman, Reed, and all their crew,
 Or better taste, or better manners knew ;
 To one accustomed to the olden lore
 Their boasted *System* is a dreadful bore,
 Though trumpeted, with empty acclamation,
 A *READING, Writing, Printing, REFORMATION* !

Misses and masters in six lessons taught
 What a life's labor to our fathers brought ;
 Can write in shorthand, or like parrots speak,
 Chaldee or Coptic, Sanscrit, Hebrew, Greek ;
 But the sum total of this parrot lore,
 Appeals to sight and sound, and little more.

Alas ! for honest, credulous John Bull !
 Of every novelty the veriest gull !
 His scone he yields to the Phrenologist ,
 His faith and feelings to the Mesmerist ;
 His Constitution to the puffing Quack ;
 To bubbles—e'en the coat upon his back ;
 And last, not least, true to his character,
 To read, write, spell, pronounce, needs a Phonographer.

REPLY.

BERNARD BARTON.

When I am weary of *that* * poet's song
 Whose tuneful numbers I have lov'd so long,
 Or antiquated verse, howe'er so good,
 In Chaucer's style, shall *best* be understood ;
 When Barton's "Laurustine" shall fade away,
 And his chaste muse inspire no other lay ;
 When in the nineteenth century shall be found
 Quakers, like ancient Britons, tattoo'd round ;
 And luckless wights in public shall appear
 Branded with *R*, or minus then an ear ;
 When we who, by refinement, are beguil'd,
 To barbarous customs shall be reconcil'd ;
 When worn-out *ye*, and threefold vulgar *yow*,
 Shall each give place to solemn *thee* and *thou* ;
 When Barton's satire's shafts shall pointless be ;
 Then, not before, I'll *cut* Phonography.

Nor can I look upon our longhand writing
 Without its awkward characters exciting
 A strong desire, and ardent hope to see
 A great improvement in our A, B, C.
 'Tis come—and never will mankind forget
 That they to PITMAN owe a lasting debt.
 The old ill-shapen forms offend the eye,
 But grace and ease adorn Phonography ;
 Pot-hooks, and hangers, hay-rakes, forks, and cromes,
 To me are tiresome as *black letter* tomes ;
 Court-hand and Scribes, *Church Text* overweening,
 They *sound* no language, and convey no meaning ;
 But the old system wastes much time.—Indeed !
 'Tis fit, then, we should write with greater speed ;
 'Twas bad enough, whene'er we went abroad,
 To be long journeying on a rotten road,

* Barton.

And jolted, jarr'd, and shaken, fill'd with fears,
 With mud and dirt bespatter'd to our ears ;
 Shall we *now* ride along as if we flew,
 And not like haste adopt in *writing* too ?
 The proverb, "*Time is money*" still holds true.

I wish Phonographers may soon subdue
 All snarling critics, and the satirist crew ;
 When vulgar prejudice shall vote no more
 A perfect system as a dreadful bore ;
 But Poets hail, with joyous acclamation,
 This truly genuine WRITING REFORMATION ;
 And future ages shall, in truth, be brought
 To estimate the system PITMAN taught ;
 Write in its praise, and of its beauties speak,
 In sterling English—not in Poets' Greek ;
 For Poets cite the tongue, to shew their lore,
 And know as much as parrots—little more.

Happ'ly for thee, intelligent John Bull,
 That thou no longer wilt be made the gull
 Of antiquated systems, errors, lies,
 But justice lov'st, and truth dost patronize.
 No more shall *bigotry*, with flaming brand,
 And fire and fagot, overspread the land ;
 Nor Lindley Murray's *falsely* call'd Orthography
 E'er take precedence of our *true* Phonography.

Wickham Market.

JOHN DALLENGER.

ISAAC PITMAN TO BERNARD BARTON.

Did I possess "the gift divine" of clothing my ideas in the language of poesy—of charming the ear by melodious numbers, while attempting to enforce the claims of truth—had I even the ability to pen plain prose which poets would not scorn—I should feel less reluctance than I do in entering upon what appears to be my duty, namely, to shew the unreasonable nature of the objections which have been advanced by you against the new and important arts of writing and printing by sound. If, to

Pity the sorrows of a poor old man,
 is the dictate of humanity, surely it is not less so to

Pity the sorrows of a dear young child,
 to whom the spelling-book is the only dreadful object in the schoolroom ; and that, because it is a tissue of literal falsehoods, and the child *feels* that he was not made to learn untruths. Arithmetic, drawing, music, geography, and all the arts and sciences, are to him so many sources of delight, because they are based upon the immutable principles of truth, for the reception of which the human mind was formed ; but this dearly-cherished "orthography" contains not a single truth that is not itself liable to suspicion, on account of the innumerable fables which prevail in the system, between which and the few truths that are to be found,

the child can see *no difference whatever*. If he is taught that the letters *t, o,* are to be used for the word *to* (too), he *ought* to suspect he is making a mistake when he calls *s, o, so,* which, according to the precedent of *to* (too), ought to be called *soo*. Yes, the evil which Phonography and Phonotypy are calculated to remove, is the only one that *necessarily* causes the tear of grief to dim the cherub face of infancy.

In the same No. of the *Suffolk Chronicle*, (17th May, 1845) that contains your "Epistle," is a full Report of the addresses delivered at the Phonographic Soirée held in Ipswich a few days previously, to which I respectfully beg to direct your attention, and, if the plain matters of fact there presented, do not induce in your mind a conviction that *some* change in our A B C is necessary, I shall no longer think—as I have thought, and love to think—that poets *necessarily* have a clearer sight and a fuller enjoyment of the good and the true than other men.

But what are the fancied evils of Phonotypy? It is feared that it will consign the bards of past ages to the tomb of oblivion—that in phonotyping their works we shall destroy them. What! are the poet's high conceptions inevitably and eternally linked to any particular orthography that may happen to prevail in his day? Does not the very soul of Homer live in us, as it were, while we peruse his pages, though we have translated not merely the spelling, but the very words themselves? Will Milton's song cease to enrapture when written and printed as well-educated Englishmen pronounce it? Will Shakspeare cease to delight, except he shall for ever remain enshrouded in a spelling that defies the acutest intellect to understand or remember? The idea is too preposterous to be seriously entertained, and I dismiss it. When the spoken and written language shall be harmonized, with what surprise will future generations look upon the books of their forefathers, and compare them with their own! And how will they "bless the memories" of their ancestors, both for what they stored up in them, and for the strenuous exertions they made to rid the world of the old and absurd orthography!

Your only objection to Phonography is, that you dread the idea of writing faster. Phonetic shorthand is but one branch of the Reform; it is the phonetic *principle* of writing for which we contend. Our shorthand is for those who like expedition, who prefer the railroad to the jog-trot "wag-on." Persons who prefer the present cumbrous forms of letters, may use phonetic longhand, in which all the letters, and in their present forms, are used according to their most frequent *power*, and new letters, of a similar kind, are introduced for the sounds hitherto unexpressed in our language.

Ipswich, 17th May, 1845.

FAREWELL.

—*Phonotypic Journal*, 1845, p. 158.

A 4lb. parcel of Tracts explanatory of Phonetic Shorthand and Phonetic Printing, may be had from I. Pitman, Phonetic Institute, Bath; post-paid, &c.

*Address of Mr Isaac Pitman, at a Phonetic Meeting, Ipswich,
14th May, 1845.*

It is almost unnecessary that I should say I take a deep interest in the objects of the present meeting; this you will take for granted. I cannot tell you how *much* I feel of interest and pleasure in meeting so many like-minded with myself in respect to the condition and prospects of our written language. Hannibal, when a little boy, was devoted by his father at the shrine of one of the heathen gods, as an implacable and eternal enemy to the Roman power. I, having had placed in my hands by the Divine Disposer of all things, the power to choose in what way I will use my natural life, devote it on the shrine of Literal Truth as a free-will offering. I acknowledge myself an irreconcilable enemy to the present orthography. As long as I live will I protest against its "refuges of lies." In common with all who have had the charge of educating youth, I have *felt* the evils of the present system, having spent twelve years of my life as a public instructor.

I intend to shape my remarks this evening in a manner somewhat different from that which I should have chosen of my own accord. It has been intimated to me that I might usefully employ the brief portion of the time of this meeting which falls to my share, in giving a view of the development of the Phonographic system in my own mind and practice. It will afford me pleasure to do so—particularly because the review will give me an opportunity of preventing misconceptions which might arise, and of removing any that may have arisen in the minds of some persons, as though this grand Writing and Printing Reformation, which we now fearlessly advocate and pledge ourselves to, were some deeply laid scheme contemplated from the time of the first publication of the Phonographic Shorthand, and that the means we have adopted for the diffusion of the system, were chosen as the most likely to carry the Reform. We planned nothing of the kind; no change in the habits of society was contemplated, but a change has come to some extent, and is coming, as the unavoidable consequence of the propagation of those principles of truth on which the art of writing ought to be based. I must throw myself on your kind indulgence, while my own pursuits are the subject of my remarks.

In one word, I may say that Phonography has resulted from

my being desirous to obtain a correct enunciation of words, and my constant practice of shorthand in what we now call the old school. But I must be a little more explicit than this. When I was about seventeen years of age, I had read most of our standard English authors, and had a tolerable acquaintance with the language as it existed in books, but I had not enjoyed the opportunity of hearing it *spoken*. The language of every-day life consisted of but few words, and the pronunciation of all the rest I was obliged to *guess*, or turn them out in a pronouncing dictionary. I thought it would be less trouble to read the dictionary through, and copy out the words that I was accustomed mentally to mispronounce; for I had, of course, some idea of the sounds of the letters, and the position of the accent in each word. I saw too that by this plan I should secure other words that I had not happened to meet with in the course of my reading. When my task was finished, I had a list of 2 or 3,000 words that I had not simply to learn the pronunciation of—this would have been an easy task—but I had to unlearn the false mode in which I had been used to utter them to myself while reading. I must account for my extreme ignorance in this respect by observing that I had enjoyed only the education of a national school, from which I was taken, at the age of twelve, and became under-clerk in the establishment of a clothier in the West of England, where my father was manager. These columns of words I read over, and over, and over again, both tacitly and aloud, until I was well acquainted with them.

At about the age of seventeen I commenced the practice of shorthand, and have continued it the present time, a period of fifteen years. I read through "Walker" again for the same purpose about four years after, and particularly studied the "Principles of English Pronunciation" prefixed to the dictionary, and the "Key to the pronunciation of classical and scripture proper names;" both of these parts of the book I read several times. This perusal of "Walker" I must consider the commencement of my Phonographic career, though the name Phonography was not thought of till many years after. By this means I obtained some acquaintance with the alphabet of the spoken language, which, as we all know, is quite different from the alphabet of the written language.

I should here state, that in 1832, at the age of nineteen, I relinquished the business of clothing the body for that of clothing

the mind, and went out as a teacher under the auspices of the British and Foreign School Society. Subsequently I took charge of a private school. In this profession I continued until 1843, when Phonography had assumed so much importance, that I saw I must either give up my whole time to it, or forego all hope of introducing Phonetic writing and printing in common life.

During the first seven years of my shorthand practice, I wrote Taylor's system, never using longhand except when writing to persons ignorant of the more excellent way. People are now coming to the conclusion that the shortest way of doing anything is the best provided it is a safe one. I then tried to construct a system on the Phonetic principle, and have gone on using and improving it until the present time. Though Phonography will write any language, it will express English with greater ease and brevity than any other language; and, notwithstanding this preference resulted from the fact that I was ignorant of other languages, we can justify it. It is the opinion of all men who have turned their attention to the subject of languages, that the English seems destined by Providence to be the language of the whole earth. In a phonetic system of writing and printing, then, which is to embrace all languages, the English ought to have any advantages that the balancing of the several parts of the system might present.

I must not pass over an event that preceded the publication of the first edition of Phonography, 1837, because it is one of those apparently trifling events on which (as indeed on all such circumstances,) important issues depend. I had then written Taylor's system about seven years, had used it a good deal, and could by it report a speaker at 100 words per minute; but this power was not gained until after five years of rather extensive practice. Having myself experienced the advantages arising from the use of shorthand—in the facility with which I could make extracts from books, write letters, keep a diary, etc., I desired to see it generally taught in British, National, and all other schools, but there was no cheap copy of the system to be obtained. Taylor published his book in 1786, at a guinea. Harding, in 1823, brought out an improved edition, for 3s. 6d., but even this price was too high for that class of school boys whom I had particularly in my mind. In the spring of 1837, I drew up a Manual of the art, illustrated with two plates, price 3d., and sent it to Mr. Bag-

ster for publication. He submitted the manuscript to the judgment of a person skilled in reporting, who did not think it brief enough to meet the wants of the reporter; and about that time, or soon afterwards, several cheap editions of Taylor's system were issued, the most popular of which is Odell's, at 8*d*. It was feared that the sale of the book would not be sufficient to repay the cost of publication, and Mr Bagster advised me not to put it to press; stating, also, that if I could get up an original system he would gladly take charge of it.

Desirous of effecting my object, I commenced by making a distinction between the long and short vowels, preserving the unnatural pairing of them that is exhibited in most dictionaries and grammars—name *mate*, *mat*; *me*, *met*; *pine*, *pin*; *no*, *not*; *tube*, *tub*; making the vowel sign heavy for the first sound and light for the second, and using a dot in three places and a stroke in two, according to the plan of Harding's "Taylor Improved." In this scheme, no notice was taken of the vowels in *ma'*, *maw*, *more*, and *book*. I was anxious to provide signs for these sounds, for I had too often experienced difficulty in reading my shorthand, in consequence of expressing so many different sounds by one mark. Knowing the six primary vowels, *e*, *a*, *ah*, *aw*, *o*, *oo*, but still blinded by the prejudices of education, so that I could not see the utter worthlessness of the common orthography, I then tried the arrangement, *me*, *met*; *may*, *mat*; *ma*—, *gnaw*—, *no*, *not*; *fool*, *full*; and thus filled up the three places of the *stroke* vowel; the four diphthongs, *i*, *oi*, *ou*, *u*, were provided with curved marks. (What provision was made for the vowels in *pin*, *tub*, I do not now recollect.) Here were two solitary full vowels without corresponding short ones, and except in the case of *fool*, *full*, all the pairs consisted of two different vowels! But it is appointed by Infinite Wisdom that man should be born in entire ignorance of all things, yet with a capacity of acquiring all knowledge, in order that there may be no limit to his progress in knowledge and the enjoyment of the delights thereof.

After writing thus for a little while, I tried the experiment of writing *pin* with the same sign as *pea*, *met* with the same as *may*, etc., except that the dot was lighter. I paired all the other vowels according to what I knew were their sounds, but with almost a perfect mistrust as to any good results; it seemed so very far from what one was accustomed to consider as the only correct

way of spelling. The vowel scale then stood thus : *feet, fit ; mate, met ; psalm, Sam ; caught, cot ; coat, cut ; fool, full*. I confess that I expected less from this scheme than from any I had before tried. I saw the truth, practised it, and it became delightful. In a few months, I got clear of the shallow waters and breakers of our present orthography, and committed myself to the boundless deep of Phonographic writing.

While pursuing these experiments with the vowels, I also tried numerous arrangements of the consonant signs, and in Nov., 1837, was published the first edition of the system, under the title of "*Stenographic Sound-Hand*," at 4d. The vowel part of the system was correct and complete. The consonants I gave in *b, c, d*, order, promising that if my little work found favor with the world, I would in a future edition give them in the natural order. The marking of *p, t*, etc., by light strokes, and *b, d*, etc., by heavy ones, was fully carried out. I saw that it was the distinction which ought to be observed between the letters, and practice showed me that it was entirely unobjectionable. I had noticed the frequent recurrence of *l* and *r* in immediate or near connexion with the other consonants, as in *please, trifle, bread, letter*, etc., and after numerous experiments, found that the best way of expressing the two letters by one sign, was by hooking the letter with which *l* or *r* came in contact.

. It is a rather curious fact that it was three years after the publication of Phonography, before I became aware that anyone else had ever attempted to write according to sound. I then met with a copy of Holdsworth and Aldridge's system of Shorthand, founded on Phonetic principles, and printed about 1760. I have since met with book after book upon the subject, from Bishop Wilkins, in 1668, down to the present time, and in such numbers, that one is almost led to wonder how it is the world has not been Phonographed long ago. After the publication of the system, I taught a few of my friends to write in it, and by my own practice, and by *trying experiments*—the material which forms the foundation of the Phonetic structure—I very much improved it.

In January 1840, simultaneously with the establishment of the admirable system of penny postage, the second edition of the system was published under the title of "*Phonography*," the whole being comprised in a page of the size of letter paper. It was engraved on a steel plate, and sold for 1d. Copies of this edition, which is

considered the greatest curiosity in the art of Shorthand that ever appeared, may still be had. About 20,000 impressions were disposed of, and the plate, which I have by me, will yield as many more. There were four great improvements introduced into this second edition—the natural arrangements of the consonants in the *p, b, t, d*, order; the halving of a letter to signify the addition of *t* or *d*, (many irregularities were, however, allowed, for the sake of accommodating some other double consonants with signs,) the use of a *final* hook to represent *l* and *r* added to all other consonants in another manner, as in *help, harp, observe*, etc., and the introduction of the *ye, ya, yah; we, wa, wah*, etc., series of diphthongs. It would be useless to detail any of the processes by which the several parts of the system came to my observation; it is sufficient for me to point out the results, as they appeared in the different editions. From the commencement of my labors, I acted upon the principle of trying every suggestion that offered itself, whether it seemed to promise anything or not.

After the appearance of the first edition of the system, I used to spend my Midsummer and Christmas vacations in traveling and recommending the subject of Phonetic writing to the attention of teachers, and to all who were likely or ought to take an interest in it. While lecturing and teaching at Manchester, at the close of 1841, it was proposed by some of the Phonographers of that town, that a monthly periodical should be issued, done in lithographed Phonography. I tried an experiment by writing a page, which turned out very well, and directly got up the first number of the *Phonographic Journal*. The work was increased by the addition of letter-press at the commencement of the second volume, which bore the title of the *Phonotypic and Phonographic Journal*. It was again enlarged at the commencement of the third volume, and Phonotypic printing was tried, the subject having been in contemplation nearly two years. An additional work was also issued, the *Phonographic Correspondent*. At the commencement of 1845, the graphic part of the *Journal* was discontinued, in order that we might have two distinct works, one devoted to the writing, and the other to the printing reformation. My brother Joseph commenced lecturing and teaching in the summer of 1841; another brother, Benn, came out in 1842. Several other lecturers have since entered the field, and there is now room and employment for at least a dozen more.

I can but just glance at the Phonotypic alphabet, and the machinery we have for carrying out this great Reform. The Printing alphabet, has cost us quite as much labor as the Phonographic one did, and I have, in the construction of the printing and its corresponding longhand alphabet, had the valuable assistance of A. J. Ellis, esq., with suggestions from some other members of the Corresponding Society. The means by which we hope to introduce Phonetic writing and printing are these,—lectures, the formation of classes, the distribution of tracts relating to the Reform, and the teaching of the art of Phonography through the post by all who learn and have time to assist beginners. “Truth working by love” is our motto. I consider the Phonographic Corresponding Society (now called “The Phonetic Society,”) one of the simplest and most benevolent associations of the present age. Phonography *must* spread, because it saves time, and is an unfailing indication of spoken language. Phonotypy *must* follow, because people will not long endure the confusion of spelling almost every word in the language in two different ways. Let us all do what we can to hasten the day when Phonography and Phonotypy, or speech-writing and speech-printing, shall be the law of the land.

[Tract No. 323 contains some verses against Phonography, by Bernard Barton, and a poetic reply by a phonographer, written in connection with the holding of the public meeting of Mr Joseph Pitman’s phonographic pupils and friends of the Writing Reform at which the above address was delivered.]

A COW IN A BOX,

ALIAS, A COUGH IN THE CHEST.

We were not a little amused, at the Phonographic exhibition the other evening, by a story told by Prof. Church, with reference to the difficulty he had to meet in learning to pronounce the English language, whose barbarous orthography is so totally at variance with its elementary sounds. The gentleman said that the first time he ever visited London, he caught a violent cold on the passage. He had studied English at the French University, and made about as much progress in giving correct sounds to the words, as a green Yankee might be supposed to do in the French tongue with nothing but a dictionary for a guide. Some things he knew, and some he did not know; one thing, however, he felt, and that was that he needed a physician to cure his cold. Accordingly he sent for one, and in the interim, wishing to show Dr John Bull how well he could talk English, he took Nugent, and found that “*tous*” was “*cough*,” in the latter tongue.

"C o u g h" spelled the Frenchman, "how they say that? I have him! P l o u g h is *plow*, and c o u g h is *cow*. I got a cow!"

The doctor entered, and began to feel his pulse, where all seemed right.

"I have no trouble dare," said Prof. Church, putting his hand to his throat,—"*I got a cow*."

"Well, I am not a cow-doctor!" said the surgeon, indignantly,—"why do you send for me to see your cow?"

"But you will not understand me!" said the disconcerted Frenchman, "here is my cow,—here;" and he thumped his breast in desperation.

The doctor shook his head, as though he thought him demented. The Professor again had recourse to his dictionary, thinking if he got the precise locality of his cow, the doctor would understand. Accordingly he looked for the word "*chest*," and found the first definition to be a "*a box*;" then, shouting as loud as he could, he exclaimed, "Now you understand, *I got a cow in my box*!"

The doctor burst into a roar of laughter, and the poor Frenchman almost died of chagrin. When the Professor told the story, the audience were perfectly convulsed, and fully appreciated the gentleman's enthusiasm, as he concluded by saying—"If your Phonography can do anything *for my cow*, it will be a great thing!"—*Boston (U. S.) Paper*.

SHORTHAND AND PHONETIC PUBLICATIONS.

The Phonographic TEACHER: a Guide to a practical acquaintance with the art of Phonetic Shorthand; 540th thousand, 6d.

The Phonographic READER; a course of Reading Lessons in Phonetic Shorthand, 6d.

A MANUAL of Phonography, containing a complete exposition of the System, with numerous shorthand examples, and exercises in reading, 265th thousand, 1s. 6d.; cloth, 2s.; roan gilt, 2s. 6d.

The Phonetic ALPHABET, containing the Shorthand, Longhand and Printing Letters; price 1d. per dozen, 1s. per gross.

First Book in Phonetic Reading, 1d.; Second Book, 2d.; Third Book, 3d.

London: Fred. Pitman, 20 Paternoster row, E.C.

Bath: Isaac Pitman, Phonetic Institute, Parsonage lane.

A 4lb. parcel of Tracts explanatory of Phonetic Shorthand and Phonetic Printing, may be had from I. Pitman, Phonetic Institute, Bath; post-paid, 6d.

Max Muller on the Spelling Reform.

"*Fortnightly Review*," April, 1876.

The whole matter [of a reformed spelling] is no longer a matter for argument; and the older I grow, the more I feel convinced that nothing vexes people so much, and hardens them in their unbelief and in their dogged resistance to reforms, as undeniable facts and unanswerable arguments. Reforms are carried by Time, and what generally prevails in the end, are not logical deductions, but some haphazard and frequently irrational motives. I do not say, therefore, with Dean Swift, that "there is a degree of corruption wherein some nations, as bad as the world is, will proceed to an amendment; till which time particular men should be quiet." On the contrary, I feel convinced that practical reformers, like Mr Pitman, should never slumber nor sleep. They should keep their grievances before the public in season and out of season. They should have their lamps burning, to be ready whenever the right time comes. They should repeat the same thing over and over again undismayed by indifference, ridicule, contempt, and all the other weapons which the lazy would know so well how to employ against those who venture to disturb its peace.

In every written language the problem of reforming its antiquated spelling must sooner or later arise; and we must form some clear notion whether anything can be done to remove or alleviate a complaint inherent in the very life of language.

I have expressed my belief that the time will come when not only the various alphabets and systems of spelling, but many of the languages themselves which are now spoken in Europe, to say nothing of the rest of the world, will have to be improved away from the face of the earth and abolished. I hold that language is meant as an instrument of communication, and that, in the struggle for life, the most efficient instrument of communication must certainly carry the day, as long as natural selection, or, as we formerly called it, reason, rules the world.

The great event which forms a decisive epoch in the history of spelling is the introduction of printing. With printed books, and particularly with printed bibles, scattered over the country, the spelling of words became rigid and universally binding. Some languages, such as Italian, were more fortunate than others in having a more rational system of spelling to start with. Some, again, like German, were able to make timely concessions, while others, such as Spanish, Dutch, and French, had Academies to help them at critical periods of their history. The most unfortunate in all these respects was English. It started with a Latin alphabet, the pronunciation of which was unsettled, and which had to be applied to a Teutonic language. After this first phonetic compromise, it had to pass through a confused system of spelling, half Saxon, half Norman; half phonetic, half traditional. And even after English reaches the period of printing, the confu-

sion is by no means terminated ; on the contrary, for a time it is greater than ever. (¹) How this came to pass has been well illustrated by Mr Marsh in his excellent "Lectures on the English Language," p. 687, *seq.* What we now call the established system of English orthography may, in the main, be traced back to Johnson's Dictionary, and to the still more capricious sway exercised by large printing-offices and publishers. It is true that the evil of printing carried to a certain extent its own remedy. If the spelling became unchangeable, the language itself, too, was, by means of a printed literature, checked considerably in its natural growth and its dialectic variety. Nevertheless English has changed since the invention of printing ; English is changing, though by imperceptible degrees, even now ; and if we compare English as spoken with English as written, they seem almost like two different languages ; as different as Latin is from Italian.

This, no doubt, is a national misfortune, but it is inevitable. Little as we perceive it, language is, and always must be, in a state of fermentation ; and whether within hundreds or within thousands of years, all living languages must be prepared to encounter the difficulty which in England stares us in the face at present. "What shall we do ?" ask our friends. "There is our whole national literature," they say ; "our libraries actually bursting with books and newspapers. Are all these to be thrown away ? Are all valuable books to be reprinted ? Are we ourselves to unlearn what we have learnt with so much trouble, and what we have taught to our children with greater trouble still ? Are we to sacrifice all that is historical in our language, and sink down to the low level of the *Phonetic Nuz* ?" I could go on multiplying these questions till even those men of the world who now have only a shrug of the shoulder for the reformers of spelling, should say, "We had no idea how strong our position really is."

But with all that, the problem remains unsolved. What are people to do when language and pronunciation change, while their spelling is declared to be unchangeable ? It is, I believe, hardly necessary that I should prove how corrupt, effete, and utterly irrational the present system of spelling is, for no one seems inclined to deny all that. I shall only quote therefore, the judgment of one man, the late Bishop Thirlwall, a man who never used exaggerated language. "I look," he says, "upon the established system, if an accidental custom may be so called, as a mass of anomalies, the growth of ignorance and chance, equally repugnant to good taste and to common sense. But I am aware that the public cling to these anomalies with a tenacity propor-

1 The pronoun *it* was spelt in eight different ways by Tyndale, thus, *hyt*, *hytt*, *hit*, *hitt*, *it*, *itt*, *yt*, *ytt*. Another author spelt *tongue* in the following ways : *tung*, *tong*, *tunge*, *tonge*, *lounge*. The word *head* was variously spelt, *hed*, *heede*, *hede*, *hefode*. The spellings *obey*, *survey*, *pray*, *veil*, *vein*, are often used for *obey*, *survey*, *pray*, *veil*, *vein*. On and ow are used indifferently.

tioned to their absurdity, and are jealous of all encroachment on ground consecrated by prescription to the free play of blind caprice."

[Max Müller then quotes from the Educational Government Reports the very inadequate "results" which Her Majesty's school Inspectors have to record. The sum of the matter is, that in 1873 ninety per cent. of the children leave the public schools without being able to read a short paragraph from a newspaper, and write the same from dictation; and for these results the country pays, by taxation or by voluntary contributions, nearly £3,500,000!]

After a careful examination of young men and women from thirteen to twenty years of age in the factories of Birmingham, it was proved that only four-and-a-half per cent. were able to read a simple sentence from an ordinary school-book with intelligence and accuracy.

Among the teachers themselves it was found in America that out of one hundred common words, the best speller among the eighty or ninety teachers examined failed in one, some prize-takers failed in four or five, and some others missed over forty. The Deputy State Superintendent declared that on an average the teachers of the State would fail in spelling to the extent of 25 per cent.

What, however, is even more serious than all this is, not the great waste of time in learning to read, and the almost complete failure in national education, but the actual mischief done by subjecting young minds to the illogical and tedious drudgery of learning to read English as spelt at present. Everything they have to learn in reading (or pronunciation) and spelling is irrational; one rule contradicts the other, and each statement has to be accepted simply on authority, and with a complete disregard of all those rational instincts which lie dormant in the child, and ought to be awakened by every kind of healthy exercise.

I know there are persons who can defend anything, and who hold that it is due to this very discipline that the English character is what it is: that it retains respect for authority; that it does not require a reason for everything; and that it does not admit that what is inconceivable is therefore impossible. Even English orthodoxy has been traced back to that hidden source, because a child accustomed to believe that *t h o u g h* is *though*, and that *t h r o u g h* is *through*, would afterwards believe anything. It may be so; still I doubt whether even such objects would justify such means. Lord Lytton says, "A more lying, round-about, puzzle-headed delusion than that by which we confuse the clear instincts of truth in our accursed system of spelling was never concocted by the father of falsehood. . . . How can a system of education flourish that begins by so monstrous a falsehood, which the sense of hearing suffices to contradict?"

The question, then, that will have to be answered sooner or later is this:—Can this unsystematic system of spelling English be allowed to go on for ever? Is every English child, as compared with other children, to be mulcted in two or three years of his life in order to learn it? Are the lower classes to go through school without learning to read and write their own language intelligently? And is the country to pay millions every year for this utter failure of national education? I do not believe that such a state of things will be allowed to continue for ever, particularly as a remedy is at hand—a remedy that has now been tested for twenty or thirty years, and that has answered extremely well. I mean Mr Pitman's system of phonetic writing, as applied to English.

I give his alphabet, which comprehends the thirty-eight broad typical sounds of the English language, and assigns to each a definite sign. With these thirty-eight signs, English can be written rationally and read easily; and, what is most important, it has been proved by an experience of many years, by numerous publications, and by practical experiments in teaching both children and adults, that such a system as Mr Pitman's is perfectly practical.

[The Phonetic Alphabet and three-quarters of a page in phonetic printing are then given. The conclusion at which Max Müller arrives is:—]

Ɔ fil konvinst ov de truſt and rizonabelnes ov de prinsipelz on whiq de Fonetik Reform rests, and az de inset regard for truſt and rizon, however dormant or timid at tĩmz, haz olwez pruuvd irrezistibel in de end, enebliſ men tu part wið ol de held moſt dir and sekred, wheðer korn lœz, or Stuart dĩnastiz, or pepal legets, or hidēn ĵdolz, ĵ dout not dat de efĩt and korspt ordografi wil folø in der tren. Neſonz hav befor nou ĵenjd der numerikal figuřz, der leterz, der kronoloji, der wsts and mezuřs; and de Mr Pitman me not liv tu si de rezĩlts ov hiz perseviriſ and disinterested ekzerfonz, it rekwĩřz no profetik pouer tu persiv dat whot at prezent iz puu-puud bi de meni, wil mek its wē in de end ʒnles met bi arguments strongger dan de hĩdertu leveld at de Fonetik Nyz. Wēn argument whiq mĩt bi espozēd tu wē wið de stũdent ov laggewej, nemli, de obskũřefon ov de etimolojikāl straktũř ov wsrđz, ĵ kanot konsider veri formidabel. De prẽnsĩsiefon ov laggewejz ĵenjes akordiſ tu fĩkst lœz, de spelĩſ iz ĵenjd in de moſt arbitrari maner, so dat if our spelĩſ folēd de prẽnsĩsiefon ov wsrđz, it wud in rialiti bi a greter help tu de kritikal stũdent ov laggewej dan de prezent ʒnsertēn and ʒnsjentiſk mōd ov řĩtiſ.

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Max Muller on the Spelling Reform.

It might be said, however, that Mr Pitman's system, being entirely phonetic, is too radical a reform, and that many and the worst irregularities in English spelling could be removed without going quite so far. The principle that half a loaf is better than no bread is not without some truth, and in many cases we know that a policy of compromise has been productive of very good results. But, on the other hand, this half-hearted policy has often retarded a real and complete reform of existing abuses; and in the case of a reform of spelling, I almost doubt whether the difficulties inherent in half measures are not as great as the difficulties of carrying a complete reform. If the world is not ready for reform, let us wait. It seems far better, and at all events far more honest, to wait till it is ready than to carry the reluctant world with you a little way, and then to find that all the impulsive force is spent, and the greater part of the abuses established on firmer ground than ever.

Mr Jones, ⁽¹⁾ who represents the conciliatory reformers of spelling, would be satisfied with a moderate scheme of spelling reform, in which, by observing analogy and following precedent in altering a comparatively small number of words, it would be possible to simplify orthography to a considerable extent without applying any new principle, or introducing new letters, and yet to reduce the time and labor in teaching reading and spelling by at least one-half. It might at all events be possible to settle the spelling of those two to three thousand words which at present are spelt differently by different authorities. This scheme, advocated by Mr Jones, is certainly very clever; and if it had a chance of success, I myself should consider it a great step in advance. My only doubt is whether, in a case like this, a small measure of reform would be carried more easily than a complete reform. It is different in German, where the disease has not spread so far. Here the committee appointed by Government to consider the question of a reform of spelling has declared in favor of some such moderate principles as Mr Jones advocates for English. In English, however, the difficulty lies in changing anything; and if the principle of any change is once admitted, it would really be easier, I believe, to begin *de novo* than to change something, and leave the rest unchanged.

There remains, therefore, this one objection only, that whatever the practical and whatever the theoretical advantages of the phonetic system may be, it would utterly destroy the historical or etymological character of the English language.

Suppose it did; what then? The Reformation is supposed to have destroyed the historical character of the English Church, and that sentimental grievance is still felt by some students of

1 "Popular Education. A Revision of English Spelling a National Necessity." By E. Jones, B.A. London, 1875.

ecclesiastical antiquities. But did England, did all the really progressive nations of Europe allow this sentimental grievance to outweigh the practical and theoretical advantages of Protestant Reform? Language is not made for scholars and etymologists; and if the whole race of English etymologists were really to be swept away by the introduction of a spelling reform, I hope they would be the first to rejoice in sacrificing themselves in so good a cause.

But is it really the case that the historical continuity of the English language would be broken by the adoption of phonetic spelling, and that the profession of the etymologist would be gone for ever? I say, No, most emphatically, to both propositions. If the science of language has proved anything, it has proved that all languages change according to law, and with considerable uniformity. If, therefore, the writing followed, *pari passu*, on the changes in pronunciation, what is called the etymological consciousness of the speakers and readers—I speak, of course, of educated people only—would not suffer in the least. If we retain the feeling of an etymological connection between *gentlemanly* and *gentlemanlike*, we should surely retain it whether we write *gentlemanly* or *gentlemanli*. If we feel that *think* and *thought*, *bring* and *brought*, *buy* and *bought*, *freight* and *fraught*, belong together, should we feel it less if we wrote *thot*, *bröt*, *bot*, *fröt*?

The two strongest arguments, therefore, against phonetic spelling, namely, that it would destroy the historical and etymological character of the English language, are after all, but very partially true. Here and there, no doubt, the etymology and history of an English word might be obscured by phonetic spelling; as if, for instance, we wrote “*Urep*” instead of *Europe*. But even then analogy would help us, and teach those who know Greek, of whom there are not many, that “*Ur*” in such words as *Europe*, *Eurydice*, represented the Greek *εὐρύς*. The real answer, however, is that no one could honestly call the present system of spelling either historical or etymological; and I believe that, taken as a whole, the loss occasioned by consistent phonetic spelling would hardly be greater than the gain.

Another objection urged against phonetic spelling, namely, that with it it would be impossible to distinguish homonyms, must be met in the same way. No doubt it is a certain advantage if in writing we can distinguish *right*, *rite*, *write*, and *wright*. But if, in the hurry of conversation, there is hardly ever a doubt which word is meant, surely there would be much less danger in the slow process of reading a continuous sentence. If various spellings of the same word are necessary to point out different meanings, we should require eight spellings for *box*, to signify a chest, a Christmas gift, a hunting seat, a tree, a slap, to sail round, seats in a theatre, and the front seat on a coach; and this principle would have to be applied to above six hundred words. Who

would undertake to provide all these variations of the present uniform spelling of these words? And we must not forget that, after all, in reading a page we are seldom in doubt whether *sole* means a fish, or the *sole* of a foot, or is used as an adjective. If there is at any time any real difficulty, language provides its own remedy. It either drops such words as *rile* and *sole*, replacing them by *ceremony* and *only*, or it uses a periphrastic expression, such as the sole of the foot, or the sole and only ground, etc.

Thus far I have tried to answer the really important arguments which have been brought forward against phonetic spelling. I have done so with special reference to the powerful remonstrances of Archbishop Trench, and his most able pleading in favor of the established system of orthography. As a mere scholar, I fully share his feelings, and I sincerely admire his eloquent advocacy. I differ from him because I do not think, as he does, that the loss entailed by phonetic spelling would be so great as we imagine; or that it would be all on one side. Besides, unless he can show how a reform of spelling is not only for the present to be avoided, but altogether to be rendered unnecessary, I consider that the sooner it is taken in hand the better. It seems to me that the Archbishop looks on the introduction of phonetic spelling as a mere crotchet of a few scholars, or as an attempt on the part of some half-educated persons, wishing to avoid the trouble of learning how to spell correctly. If that were so, I quite agree with him that public opinion would never assume sufficient force for carrying their scheme. But there is a motive power behind these phonetic reformers which the Archbishop has hardly taken into account. I mean the misery endured by millions of children at school, who might learn in one year, and with real advantage to themselves, what they now require four or five years to learn, and seldom succeed in learning after all. If the evidence of such men as Mr Ellis is to be depended on, and I believe they are willing to submit to any test, then surely the loss of some historical and etymological *souvenirs* would weigh little against the happiness of millions of children, and the still higher happiness of millions of Englishmen and Englishwomen, growing up as the heirs to all the wealth and strength of English literature, or unable to read even their Bible. Here it is where I venture to differ from the Archbishop, not as being sanguine as to any immediate success, but simply as feeling it a duty to help in a cause which at present is most unpopular. The evil day may be put off for a long time, particularly if the weight of such men as Archbishop Trench is thrown into the other scale. But unless language ceases to be language, and writing ceases to be writing, the day will surely come when peace will have to be made between the two.

What I like in Mr Pitman's system of spelling is exactly what I know has been found fault with by others, namely, that he does not attempt to refine too much, and to express in writing those endless shades of pronunciation which may be of the greatest in-

street to the student of acoustics, or of phonetics, as applied to the study of living dialects, but which, for practical as well as for scientific philological purposes, must be entirely ignored. Writing was never intended to photograph spoken languages: it was meant to indicate, not to paint, sounds. Language deals in broad colors, and writing ought to follow the example of language, which, though it allows an endless variety of pronunciation, restricts itself for its own purpose, for the purpose of expressing thought in all its modifications, to a very limited number of typical vowels and consonants. Out of the large number of vowel sounds, for instance, which have been catalogued from the various English dialects, those only can be recognised as constituent elements of the language which in, and by, their difference from each other convey a difference of meaning. Of such pregnant and thought-conveying vowels, English possesses no more than twelve. Whatever the minor shades of vowel sounds in English dialects may be, they do not enrich the language as such, that is, they do not enable the speaker to convey more minute shades of thought than the twelve typical single vowels.

The real state of the case is this—No one defends the present system of spelling; everyone admits the serious injury which it inflicts on national education. Everybody admits the practical advantages of phonetic spelling, but after that, all exclaim that a reform of spelling, whether partial or complete, is impossible. Whether it is impossible or not, I gladly leave to men of the world to decide. As a scholar, as a student of the history of language, I simply maintain that in every written language a reform of spelling is, sooner or later, inevitable. No doubt the evil day may be put off. I have little doubt that it will be put off for many generations, and that a real reform will probably not be carried except concurrently with a violent social convulsion. Only let the question be argued fairly. Let facts have some weight, and let it not be supposed by men of the world that those who defend the principles of the *Phonetic Nuz* are only teetotalers and vegetarians, who have never learned how to spell.

If I have spoken strongly in support of Mr Pitman's system, it is not because on all points I consider it superior to the systems prepared by other reformers, particularly by Messrs. Ellis and Jones, who have devised schemes of phonetic spelling that dispense with any new types; but chiefly because it has been tested so largely, and has stood the test so well. Mr Pitman's *Phonetic Journal* has now been published thirty-four years, and if it is known that it is published weekly in 9,250 copies, each copy representing at least four or five readers, it may not seem so very foolish, after all, if we imagine that there is some vital power in that insignificant germ.

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The analysis of the chief *sounds* of the human voice must have preceded the formation of the first alphabet, and he who achieved this analysis as the necessary condition for constructing an alphabet expressive of it, conferred upon the human race the highest scientific benefit of which it is, perhaps, capable; even the splendid triumphs connected with chymistry and the practical arts, the crucible, the blow-pipe, the volatic-battery, and the steam-engine, fade away before it and are forgotten. Between the sacred and mystic writing of the remotest antiquity—hieroglyphics—and alphabetical writing, a wide gulf was fixed, and he who first bridged that immense space—whether the Egyptian Taut, and Grecian Orpheus, or some other dominant and ruling intellect—must be viewed as one of the grandest benefactors of the human species, and one of the greatest philosophers of all time. Reason is the distinguishing attribute of man, and alphabetic writing the indispensable condition of its full development—at once the basis of civilization and the instrument of scientific progress.

In view of these facts and principles, then, it is almost impossible to form an *exaggerated* estimate of the value and importance of a perfected alphabet. Reason can never be rid of the fallacies which infest its domain, except by means of a more perfect instrument—a more philosophic logic and language; and this grand *desideratum* can never be attained save by a thorough reform in the ultimate *alphabetic signs* and elements of sound and speech. He who shall accomplish this object—an object worthy of the noblest ambition—will have secured for his name a place in history amongst the benefactors of the world, second only to the great inventor of printing—an art which will be rendered more efficient and universal in proportion as it is united to a perfect, philosophic, and universal character.

A few philosophic minds, at long intervals, have perceived the advantages of a perfect alphabet, and have lamented the deficiencies and disorder which exist in their own; but, until recent years, none has set himself to the great task of scientifically analysing all the sounds of the human voice, and of framing a set of easy, distinct, and elegant symbols corresponding to them. In other words, to the most important of all sciences, “the science and signs of speech,” we have been the last to apply a scientific method! Some years ago, one of our most celebrated philosophers, Sir John Herschell, under article “Sound,” in the *Encyclopædia Metropolitana*, presented an analysis of the fewest letters with which it is possible to write English. He observes that “with the addition of two or three more vowels, and as many consonants, every known language might probably be effectually reduced to writing, so as to preserve an exact correspondence between the writing and pronunciation, which would be one of the most valuable acquisitions, not only to philologists, but to mankind; facilitating the intercourse between nations, and laying the

foundation of the first step towards a universal language, one of the great *desiderata* at which mankind ought to aim by common consent."

But such an alphabet is *peculiarly* needed for the English language, which, in spelling and pronunciation, sets all rule and analogy at defiance, and exhibits every form of Babylonian confusion. In fact, as a natural consequence of its history, the English tongue is the most perfect specimen of chaos and contradiction extant. A dim conception of the false and unnatural character of our written and spoken language, and of the discrepancy which exists between them, may be formed from these facts:—

1. That an Englishman, in full possession of all his senses, cannot learn to read his "mother tongue," even with a moderate degree of accordance to fashion, in less than six months.

2. That a sensible Englishman cannot learn to read and write English in accordance with "the mode," in less than several years; while a Russian serf, or Polish peasant, will learn to read and write his, by no means uncopious, language in a month!

3. That whilst, *in truth*, English speech is *fully* represented by thirty-eight phonetic characters, because consisting of so many sounds, and no more, there are, in fact, 379 different modes of expressing these sounds in the current and accredited writing of the day!

Thus, owing to the chaotic condition of our *ortho*—nay, not right, but *hetero*-graphy, to acquire a knowledge of speech and writing, which are the mere *instruments* of use, we have to expend the labors of a lifetime. A philosophic alphabet would enable anyone of moderate capacity to achieve this end, beyond the possibility of mistake, in a single month. The English language possesses within it great power and richness, and, with a more philosophic and perfect *alphabetic character*, would probably become the dominant language of the globe. Its present confused condition, as regards spelling and pronunciation is, we have said, a consequence of its history. It is in a remarkable degree, a *composite* language, of which the following constitute the chief founts:—

1. Saxon and Danish; from the Teutonic, Gothic, and Slavonic, which, in turn, are of Sanscrit or Indian origin [Indo-Germanic.]

2. British or Welsh, Cornish and Armoric, and Irish; of Celtic origin. The Celtæ probably emigrated from Spain—a nation peopled, according to Varro and Pliny, by the Iberians, the Persians, the Celtæ or Scythians, and Carthaginians [Syro-Arabian.]

3. Norman-French; a mixture of French and Gothic.

4. Latin; a cultivated dialect of Celtic and Teutonic origin.

5. Pure French; a corrupted Latin mingled with Celtic.

6. Greek; formed from the Celtic and Teutonic, with an admixture of Coptic (or Egyptian.)

7. *The Italian, Spanish, German, and other continental languages, have also supplied a few words directly.*

8. Literary, commercial, and political intercourse has been the means of introducing several foreign phrases.

We cannot wonder that such an intermixture, effected at distant periods and by various processes, whether introduced by invasion, conquest, or more peaceful intercourse, should exhibit an utter absence of rule and analogy. In fact, of the 50,000 words in most ordinary use, we may question whether 50 of them are spelt as they are spoken, or whether more than 2,000 or 3,000 of them observe any moderate degree of uniformity between their construction and their pronunciation. The real wonder is, that, in a scientific, literary, and pacific age, a general conference of our *savans* has not been long since summoned to consider the best means of rectifying the confused condition of the *tools, instruments, and machinery* with which science has to work out its great mission. But these things, as history shows, are the individual growth of genius, and must "bide their time," until Nature, in the fulness of her providence and resources, has developed the Hour and the Man for effecting the next step in the world's progression.

A movement, however, has been commenced by Mr Pitman, of Bath, which has spread far and wide, and on which the name of "The Printing Reformation" has been bestowed. Institutions in connection with the movement have been established in various parts of the kingdom, and even in America; numerous journals are published to promote it; and a band of active agents and lecturers are disseminating its principles throughout the country. It assumes an aspect of great hopefulness; but whether it will be crowned with ultimate success, time only can declare. As, however, the reform is needed, and the system confessedly and palpably practicable, it becomes *our* duty to aid its advance and to disseminate its doctrines.

Wid a fju msnjs' praktis ov Fonografi, in whiq de reprezentsjon ov *everi sound* iz korektli transkribd tu peper, and whiq kan bi red az rapidli az it iz riten, a spiq kan bi reported az swiftli az bj a reporter tu de *Tjms* after ten yirz' praktis wid a veri *hili abreviated* sistem ov komon *Soorthand*. Dis pruvv, 'not onli dat de forttest we iz de best, bst also dat de tru we iz de forttest. Dis mod sevv fju-siks ov de tjm okkupjd in de uqwal loqhand rjtij.

Az de *Soorthand* fonografi (dat iz, sound-rjtij) iz sssseptibel ov biij folsaijd, and iz, derfor, aplikabel onli tu ordinari interkors, and not tu ljal and komerjal transak/onz, Mr Pitman set tu wrk tu devjz a sistem ov loqhand fonografi. Tekig de ekzistig form ov our leters az his basis, and olterij dem az litel az posibel, hi haz, after msc trjal and korespondens, and in konjyngjon wid korespondents, ssksid in prezntij an admirabel and elegant loqhand fonetik alfabet, whiq efekts in rjtij—besjdz givig de aktual pronunsijsjon ov de wurd—a sevip ov tjm and peper tu de ekstent ov about a tenti.

In lik maner, a *fonotipik* (or sound printing) alfabet was devised, konstruktet upon a bytiful prinsipel ov analoji. It iz akwird and red wid ekstrim is. Buks printed in dis karakter snfeligli prezént de korekt pronúnsiesjon tu de f. It efekts a sevin in komposisjon, tip, and peper, ov wsn-tent; bét, in de ítem ov skualig, it wud sev nán-tents ov de tíger's tîm and konsekwent ekspens, bosjds yildig plejur and prófit tu de pupil; wheras, under de prezént sistem, de tíger has tu west yîrs ov his líf in akwírig mîr wórd-nolej, whíl de íntelek ov de puur pupil beksms perfékli stáltíjd and konfounded wid de kses and kontradíkjon it mits wid!

Mr Pitman and sders hav enterd wid enfúziaam intu dis muvmént. He hav brevli and íntelijenti ekspounded der ímportant prinsipels, and for wsn wi kanot refren from respondig tu der kól. Wi sal kast our ínfluens intu de gud kôs, and wi srij our rídars tu dúu líkwîjs.—*Dr F. R. Láz, in de "Truth Siker," 1845.*

Whi Betig is Rog.—Betig iz filosófikali rog. Nô man has a rít tu mîni for whiq hi has not given íkwál valú. Mîni, índíid, iz mîrli de kómon mejur ov veriss kînds ov lebor; de móment ú begín tu díl wid it as an áktual ártikel ov tred ú rsn intu dískúlti. Ú me ínherít mîni; úr kîn ar úr bléd, and whot de með ú me ferli resív. He man or wuman hu, havig kîn, lívz mîni tu strenjers or tu carítiz, dës krmel rog. Ol sşç wíls jud bí anşld. Bét, besjds ínherítig mîni or wsrkig for mîni, der iz nô onest we ov obteníg mîni. Nou in betig nô wsrk iz dşn. Ú tek de ods on a hors at 40 tu 1, and havig rískt wsn gíní, resív fortí. Whot hav ú dşn for dát fortí gíniz? Nşşig. Ú hav símpli qítet úr opóment. It iz nô ekskús dát hí ólşç wud hav qítet ú. He sem árgument apljz tu de místíriss mşnetari betig ov de Sítí. Wheder in naró kerts or on open dounz—betig iz swíndhig.—*Grafik.*

Kéntri Líf.—He afekşns whiq bjnd a man tu de ples ov his beró ar esenşal in his netúr, and soló de sem lo as dát whiq gúverns everí ínnét ílílg. He ar ímplantet in híz buzum alog wid líf, and ar módíşjd bí everí serkşmşstans whiq hí enkóunterz from de begínig tu de end ov híz ekzístens. He sentiment whiq, in de brest ov ení wsn man, is an ínstíktív fónðnes fór de spot wher hí drú híz erlí brest, bekşms, bí de prógres ov mankînd and de fórmeşjon ov sşşjetí, a mor enlarjd ílílg, and ekspands wid de nóbel pašjon ov pátríotízsm. He lşv ov kşntri, de lşv ov de vílej wher hí wer born, ov de fíld whiq hí ferst preest wid our tender fústeps, ov de hílok whiq hí ferst kîljnd, ov de wud in whiq hí ferst went a-nşşig, ar de sem afekşjon, ónli de later belóşz tu íç ov ss separetli; de ferst kan hí nşn bét bí men únítet intu masez.

In order tu lşv mankînd, ekspekt lítel from dem. In order tu vq dşr fólts wíðout bíternes, hí mşst áksstom ourselvs tu pardon dem, and tu persív dát índşşljens is a jşstis whiq frel húmanítí has a rít tu demand from wízdom. Nou nşşig tends mor tu díşpşz ss tu índşşljens, tu klşz our harts ágenst hetred, tu open dem tu de prinsipels ov a húmen and soft morálítí, dan a prófound nólej ov de húman hart. Ákór-díglí, de wíşest men hav bínd de móst índşşljent.

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In Lord Bacon's "Advancement of Learning," section sixteen, occurs the following passage:—"But here the question arises, whether words should be wrote as they are pronounced, or after the common manner. Certainly that reformed kind of writing, according to the pronunciation, is but a useless speculation, because pronunciation itself is continually changing, and the derivations of words, especially from the foreign languages, are very obscure [-ly seen in the pronunciation]; and lastly, as writing in the received manner no way obstructs the manner of pronunciation, but leaves it free, an innovation in it is to no purpose."

Such a piece of reasoning from any other than a Bacon, would scarcely be worthy of notice, but as a great name weighs more with some persons, than truth and reason, we will make a passing observation upon it.

That the pronunciation of our language is continually varying, we look upon as a groundless assertion. But few words have changed their pronunciation during the last hundred years, and these have become notorious from this very circumstance, such as *break*, *great*, formerly pronounced *brik*, *grit*, but now *brek*, *grat*; and there can be no doubt that when the language is phonotyped, such alterations of words will be of still rarer occurrence; but so long as the spelling and the pronunciation are at variance, there is no safeguard for a single word. As to the etymological argument, we need pay no attention to it till it is shown from instances of phonetic spelling, that phonotypy obscures etymology more than heterotypy does. We deny that such is the case, and on those who advance the argument lies the burden of proof. In Lord Bacon's day the privilege of being able to read was confined to a few of the wealthy class of society, who could spare the time necessary for learning a written language that in no wise accorded with the spoken; but the case is now altered. The nation has decreed that every man shall be able to read. To effect this according to the present fashion of using the twenty-six letters, is a toil of several years. With a complete alphabet it may be accomplished in as many weeks. We say then that an innovation here, is to some purpose, for time is of more value than any other commodity we possess. It is not very Baconian to argue that phonotypy is a useless speculation, because heterotypy no way obstructs the manner of pronunciation. The printed page should be the standard of pronunciation. If alphabetic writing did not profess to represent the sounds of words, all this outcry raised by phonographers and phonotypers would be to no purpose. But it does profess to give the sounds of words. It spells *table* with a *t* at the commencement, and not with *b*, *f*, *s*, or any other letter, simply because there is a *t* pronounced in the word. The other

letters are but an imperfect representation of the sounds that follow *t*, and of the order in which they are heard. We merely wish to make the alphabet complete and use it properly; and even if we lost every vestige of the relation that now exists between the English language, and the ancient Greek and Latin, the Reformation would be a blessing to mankind of immeasurable magnitude; but the truth is, we shall lose little or nothing etymologically, with respect to the classical languages, and we shall gain with respect to that more important part of our own tongue—the Saxon.

It is a maxim of common life, so self-evident that every child sees its propriety—every thing to its proper use; a table to sit at, at our meals, and for other uses, a chair to sit upon; a knife, a fork, and a spoon, to eat with, and so on. Why need the world be up in arms because we apply this principle to the letters of the alphabet? When we speak the sound of *f* in any given word, may we not write *f*, and not *ff* in one word, *gh* in another, *ph* in another, etc.? In fact, if we may use the homely illustration, our present manner of employing the letters of the alphabet is just as ridiculous as it would be for a man to order his servant to place his dinner upon the ground, instead of upon a table, and then sit on a spoon instead of a chair, and take up the chair instead of a knife and fork, to eat it with.—*Phonotypic Journal*, 1845, p. 251.

At the late anniversary meeting of the Grantham auxiliary to the British and Foreign Bible Society, one of the speakers advertising to the extraordinarily low rate at which copies of the Sacred Scriptures were now furnished, justly remarked, that “the great cause of Christianity could never make extensive and rapid progress amongst the poorer and more industrious of our population, until every man possessed not only a Bible to read, but also *the power of reading it*.” It is a melancholy fact, that there are thousands in this so-called enlightened age, in our own favored land, to whom the Bible, though extant in their own language, is virtually a *sealed book*—a mere assemblage of unmeaning hieroglyphics. An imperfect and unsystematic orthography, void of all principles of truth, order, and consistency, forms an almost insuperable barrier to the mechanical interpretation of the English written language; and an amount of time, labor, and perseverance, which the masses are unable to devote, is requisite to accomplish the task, by fixing in the memory that which the eye and the ear alone should determine. The attainment of reading, etc., is thus rendered unnecessarily difficult. Letters are the deputed representatives of the elements of spoken language—the *key-symbols* of written language. An independent representative letter should *therefore* be provided in the alphabet for each of the primary *sounds in the language*, and a perfect coincidence between written and spoken language preserved; for what is written language but

spoken language embodied? The attainment of English reading would then be mere child's play—a pleasure, instead of, as at present, an irksome laborious task. The alphabet would require merely to be learned, and the letters of any given word would afford an infallible clue to its true sound or pronunciation. How very different the case under the present system! In scarcely one word in a thousand is this simple and *only rational* principle apparent. Upon writing thus far, we have had the curiosity to lay down our pen, for the purpose of ascertaining the number of words we have written which are spelled consistently. Only *one* word in the whole piece is spelled so that the letters taken consecutively and pronounced according to their alphabetic names or powers, will give the true sound of the word!—the simple monosyllable BE. Human ingenuity could scarcely have invented a system of orthography more replete with absurd inconsistencies than the present, whereby the art of reading, instead of being the easiest, is rendered “the most *difficult* of human attainments.”

We noticed in our paper a short time since, that a society had been established at Bath for the purpose of reforming the orthography of our language. We have now before us a specimen of the labors of the society, in furtherance of their object—the first sheet of the Bible printed in accordance with the Phonetic principle! The structure of our language upon the new principle, is simplified at least twenty-fold, so that no person, young or old, as the Phonetic Bible progresses, need long remain without the ability to peruse for himself the record of Divine truth. The same spirit which inspired the first inventors of printing appears to characterize the Bath phonotypers. Guttenburg, the bold and enterprising inventor of printing, produced as his first important specimen, a complete copy of the Bible! The inventors of Phonetic printing are imitating his example, and in the very infancy of their movement, are zealously engaged in a similar undertaking! We wish success to their efforts, and sincerely hope there will be found a sufficiency of public appreciation and patronage, to give prominence to the Phonetic Reformation, second only in importance as it is to the introduction and establishment of Printing itself. The causes of Civilization and Christianity cannot fail to be extensively benefited by the reform. Education and missionary enterprise, too, will each experience its favorable influence. Already, several missionaries have determined to apply the Phonetic principle, in reducing to form barbarous and hitherto unwritten languages, and thus test its capabilities by actual experience.”—*Lincolnshire Herald*, 1845.

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THE DISESTABLISHMENT OF THE ENGLISH ALPHABET.

*A Lecture delivered by Mr F. J. Kingsley, before the Members of
the Manchester Shorthand Writers' Association, 28 May, 1877.*

Until quite recently the subject of Spelling Reform was looked upon rather as the craze of a few harmless enthusiasts, than as worthy the attention of sober-minded persons. But now that so distinguished and influential a body as the London School Board has taken it up, and that it has been so freely canvassed and criticised by the leading journals of the day, we shall not forfeit our title to be considered reasonable beings if we venture to discuss it seriously.

It must be evident to all that the London School Board would never have proposed so sweeping, so radical a reform as is implied in an alteration in our orthography unless it had been very strongly impressed with the immense advantages which would result to our national education from such reform. To say that their action in this matter is merely the outcome of an idle whim or caprice is simply absurd. The character and position of the members, and their responsibilities as a public body are a sufficient guarantee of this. We must look for some very strong reasons for the step they have taken.

These reasons are not far to seek. They have been brought face to face with the fact, long insisted upon by the advocates of Spelling Reform, that the immense difficulties occasioned to children learning to read by our crude and cumbrous mode of spelling involve a very serious loss of time to both teachers and pupils, and therefore a no less serious waste of our national resources. Figures cannot be made to apply with any great degree of accuracy when there is necessarily so much of the hypothetical. Nevertheless a rough calculation serves sometimes to put a case before us with a certain amount of clearness otherwise unobtainable; and therefore I will quote from a speech of Mr Edward Jones, an ex-schoolmaster, and a zealous champion of Spelling Reform, in which he endeavors to estimate the amount of money annually wasted through the defects of our spelling system—or in other words the amount that would be saved by the proposed reform of that system upon a phonetic basis.

And at this point I think I may with advantage state briefly what are the changes of our present system which the adoption of Mr Pitman's phonetic scheme—the only one of the kind which

has obtained any hold upon the public, or demands our consideration on the score of its merits—would involve. Of course, the object aimed at has been to obtain a separate sign for every distinct elemental sound in the English language; and this object Mr Pitman has achieved by the retention of twenty-three of the letters of our present alphabet—the superfluous *c*, *q*, and *x* being discarded—the appropriation of each of these signs to one sound, and one sound only, and the invention of fifteen new signs or letters for the fifteen remaining elemental sounds that have no representatives. This scheme of Mr Pitman's gives us thirty-eight letters, each representing one of the thirty-eight elemental sounds of the English language.

It is not easy to estimate with any degree of exactness the advantages which would result from a substitution of this system of Mr Pitman's for the one now in use. Not by any means the least important would be the immense saving to the National Exchequer. Thus, Mr Jones, in his pamphlet on the subject, sets it down at somewhere about £2,000,000 a year. He shows that under the present system the teaching of reading and spelling costs the country about £3,000,000 annually, and he claims for the phonetic system that it would enable the same results to be obtained in one-third of the time now required, with one-third the labor, and therefore at one-third the cost,—thus effecting a saving of £2,000,000 per annum.

Now this calculation of Mr Jones's may appear somewhat fanciful, and it may seem a great deal to claim for this phonetic system that it would actually remove two-thirds of the difficulties of learning to read and spell. And yet I think upon looking into the matter you will agree with me that Mr Jones has, if anything, underrated its advantages in this respect. Consider for a moment how excessively simple a thing reading would be to the child for whom it depended solely upon a thorough acquaintance with thirty-eight representative signs which comprehended every distinct elemental sound in the language. That would be "reading made easy" with a witness. For my part I cannot conceive that any child of ordinary capacity could fail within a year at the very utmost, to master a system at once so simple and so intelligible. And in spelling also—that bugbear of childhood, that hopeless Slough of Despond in which so many victims flounder piteously and from which some poor wretches never emerge at all, and from which few escape without bearing to their dying day evidences of their once woful flight—imagine its portentous confusion, its chaotic hodge-podge of signs and sounds replaced by order and system! Picture in place of the dreary and treacherous quagmire, a lake calm and pellucid on which the merest cockleshell could embark with comparative safety, and on which even the inexperienced mariner could trust himself in regions however remote and *unexplored* by a simple reliance on his compass and his rudder. And remember I do not ask you to take into consideration the

countless birchings, the innumerable "impositions," the untold tears and childish misery that might be spared by the adoption of this proposed reform. My appeal is simply to your pocket. I ask you, are we to allow a system to continue whose defects are demonstrably mulcting the nation of so much in hard cash year by year?

But perhaps I am going a little too fast. I have endeavored to give some idea of the simplicity and efficiency of the phonetic system as a means of word-notation, but I have not tried to expose the numerous weak points of our superannuated *a, b, c* method. It seems almost superfluous to do so. They are only too apparent. We are all familiar with the fact that the vowel combination *ou* stands for no less than nine different sounds. We have all in our turn been puzzled by the strange vagaries of *g* (light), *p* (pneumatics), *m* (mnemonics), *t* (bustle), when these gentlemen were still but new acquaintances. And we have all, at one time or another, got more or less completely mixed over the mysteries of *e* and *i* in combination. But without recalling uncomfortable details with too great minuteness we may each of us remember sufficient to compel an admission of the fact that the arts of reading and spelling might have been acquired by us with an infinitely less expenditure of force both mental and physical on the part of teacher and pupil if only we had not labored under the portentous incubus of our absurd spelling system.

But it is not only on the score of the huge waste of time and trouble it involves that advocates of Spelling Reform inveigh against the *a, b, c* method. They maintain that as a process of mental training the teaching of a child to read or spell is, under present conditions, most injurious in the effects it produces. For just at the time when the mind is most susceptible of outward impressions, when the foundations of future character are being laid, the learner is introduced into a maze to the twistings and turnings of which no clue can be given, and which utterly set at naught any power of reasoning he may possess. Prof. Meiklejohn, in his Inaugural Address on entering upon the new Chair of Education at the University of St Andrews, thus describes the process:—

"When the child is called either from within or from without to leave the narrower circle of his own sensuous experience, and to attach himself by means of symbols to the general intellectual life of his fellow men, he sets to work to learn the way in which we communicate with one another upon paper. And here, if he could see it, his mental vision would be wonderstruck at the sight. He would find a historical notation in which only eight of the letters are fixed and true quantities, in which the vowel sounds are represented by 116 different expedients, in which faith is kept neither with his eye nor with his ear,—which consists in short of a thrice-written palimpsest, the symbols of which are blurred, intermingled, and distorted. What is called the Alphabet

is perhaps the most difficult thing we teachers have to put into the mind of a child, and yet it is generally handed over to the most ignorant and thoughtless and youngest of the school staff. In presence of this notation his mind receives its first false set; and he learns quite unconsciously, but none the less thoroughly, that classification and the detection of similarities are vain, and that the only power to be relied on is memory, and the only trustworthy guide in things of the mind is the rule of thumb."

For my part I do not think we can over-estimate the importance of the influences at work upon the youthful mind. It is a saying as true as it is trite that you must train the sapling if you would have the tree grow as you would wish. It is all very well for the *Times* to ridicule, with facetious flippancy, the idea of our "cutting ourselves adrift from the past, and turning our alphabet upside down simply because little boys and girls are apt sometimes to spell 'Jerusalem' with a *g* or are puzzled about the letter *h*," but still the facts remain that in the child we have the future citizen; that loss of time to him is just so much loss of time to the state; and that the system which works him harm is in a corresponding degree a national misfortune.

And moreover I should like to ask—Is our education in so sound and satisfactory a state that we can afford to dismiss lightly any scheme which would facilitate the working of our Educational machinery? Mr Forster is, or at least ought to be, a fair exponent of the aims of popular education in this country, and in his speech at the introduction of the Education Act of 1870 into the House of Commons, he spoke as follows: "It may be taken for granted that we ought not to rest until, in this island of ours, every English child has an elementary education. That means reading so that it can understand what it reads; writing so that it can be read; and cyphering. These are necessities." And now let us see how far these results are obtained. Some idea of this is given in a summary of portions of the Education Report presented to Parliament by the Duke of Richmond and Lord Sandon for the years 1875-6.

"In England and Wales alone, we have in round numbers, *five million* children of the laboring population, between the ages of three and thirteen, who may be expected to attend elementary schools. Of these, one-tenth, or about half-a-million, necessarily pass beyond the limit of school-age every year. How many of these are able to mount the first round of the ladder, fixed by Mr Forster, that is, 'read with understanding.' Why, from the tables given in this report, it appears that only about 100,000 of the children in any year ever get beyond the reading of monosyllables, or an easy story-book, or about one in five of the children *growing up* into manhood year by year. Only about 75,000, or *about one in six*, satisfy the Inspector on any subject beyond the *three R's*, and only 20,000, or one in twenty-five, are able to read *a short paragraph* from the newspaper with a fair degree of accu-

racy and intelligence." It seems from this, then, that by far the greater bulk of the children pass through the Government schools without in any sense coming up to Mr Forster's very moderate standard of popular elementary education. We therefore can by no means afford to disregard any scheme which would tend so materially to improve the state of affairs as would the phonetic system.

It should indeed be remembered that the great secret of success in any undertaking—that of a nation no less than that of an individual—lies in a wise economy of resources. Competition is the order of the day. The weakest must go to the wall; and the weakest is not always he who can put forth the least individual strength at a given moment. Indeed the most hopeless and deplorable weakness seems to me to be that which is made up of misdirected strength—energies squandered unprofitably, or exercised detrimentally. Both of these processes, be it remembered, are going on around us daily in our elementary schools. And it is not as if we were in the same boat with other countries in this matter. The German child, the French, the Spanish, the Italian, all have an advantage over the English child in the comparative ease with which they can learn to read and to spell. And if there is any truth at all in the proposition I have already laid down, that the amount of time wasted by children in wrestling with the difficulties of English spelling represents just so much waste of our national resources, then it immediately follows that Germany, Spain, and Italy are each of them better off than ourselves by just so much as their respective spelling systems are more in accordance with phonetic principles. Nor is this advantage a mere matter of pounds, shillings, and pence. The power of a nation depends upon nothing more imminently than the state of its national education. If proof were wanted, it needs but to point to the recent Franco-German war, than which no more brilliant example could be furnished of the triumph of systematised education over systematised ignorance—"Knowledge is power" in fact; and the system which retards the acquisition of knowledge by a people, as surely impairs their power as a nation.

How comes it that in this matter of spelling we are so much worse off than our neighbours? Simply because they have been wise in their generation, and have set their houses in order when occasion required, while we have been careless and indifferent and have left our orthography to take care of itself. As Professor Max Müller tells us:—

"Some languages, such as the Italian, were more fortunate than others in having a more rational system of spelling to start with. Some again, like German, were able to make timely concessions, while others, such as Spanish, Dutch and French, had Academies to help them at critical periods of their history."

Why cannot we do likewise? Why cannot we also bring to bear upon this question the highest intelligence of the nation, and

at least give it the opportunity of pronouncing some opinion in the matter? Why cannot we go still further, and make up our minds to cast off this "slough" of a corrupt and effete orthography.

Hitherto my appeal has been only to the more sordid motives of human action. I have attempted to convince you that your pockets are concerned in bringing about the proposed Spelling Reform, feeling instinctively that this was the only true course to be adopted by a "Manchester man" addressing an assemblage of Manchester men. But I now purpose higher flights. I wish to appeal to the ennobling sentiment of patriotism which is understood to lie concealed in the breast of every Englishman. I imagine that no Englishman endowed with this modicum of patriotism can regard the future of our English language with indifference, or can fail to take pride in the fact that it is probably destined ultimately to become the universal language of the world. Many philologists have expressed this view, both with reference to the inherent qualities of the language, and on account of its already wide diffusion and continuous growth. And if this be really the case—that English is to be the language of the future—then it behoves us, as Englishmen—nay more, as citizens of the world, to further this result by every means in our power. For how can we better show our patriotism (which is perhaps only another name for national egotism), how can we better display our intense love and admiration for everything that is English than by aiding the propagation of that most English of English institutions—the English language. As it is, we absolutely frighten the timid foreigner away by the portentous aspect of our orthography. This fact was fully recognised by Mr Gladstone when he said:—

"I am afraid our language bothers the foreigner dreadfully. I often think that if I had to set about learning to pronounce English I should go mad. I honestly can say I cannot conceive how it is that a foreigner learns to pronounce English, when I recollect the total absence of rule, method, system, and all the auxiliaries which people generally get when they have to acquire something that is difficult of attainment."

And if we are once thoroughly penetrated by this idea, that the extension of the English tongue does not merely redound to our glory as a nation, but is of actual service to humanity generally, then surely we must feel it to be a moral duty to remove what Mr Axon, in his admirable pamphlet on this subject, justly calls "the last and only barrier which prevents English from becoming the language of the world."

It is now time to advert to the arguments—or rather let me call them objections—which are brought up against the reformers of English orthography. Of these—and there are some fourteen of them, all hands told—the most formidable—indeed the only one that can be urged it seems to me with much show of reason—is *the objection that the proposed reform would utterly destroy the historical or etymological character of the English language.* To

objectors on this ground I will merely quote the words of one of our greatest living etymologists, Professor Max Müller. In his article "On Spelling," in the *Fortnightly* of April, last year, he says, speaking of the havoc that alarmists would have us believe the phonetic system would work in our language, regarded etymologically:—

"Suppose it did; what then? The Reformation is supposed to have destroyed the historical character of the English Church, and that sentimental grievance is still felt by some students of ecclesiastical antiquities. But did England, did all the really progressive nations of Europe allow this sentimental grievance to outweigh the practical and theoretical advantages of Protestant reform? Language is not made for scholars and etymologists; and if the whole race of English etymologists were *really* to be swept away by the introduction of Spelling Reform, I hope they would be the first to sacrifice themselves in so good a cause."

And surely if so distinguished a member of this race of etymologists is ready to sacrifice himself and his brethren to the public good so cheerfully, it is scarcely incumbent upon us to show much solicitude on their behalf. We should rather feel bound to accept this sacrifice—if sacrifice it can be called—as a proof that the advantages of a Spelling Reform would be the more clearly presented to us the more thoroughly we understood etymology, and the more nearly we could bring our minds into the discipline, and instil into them the knowledge, that distinguish the great philologist I have quoted.

But Professor Max Müller does not stop at this point. He emphatically denies the statements that phonetic spelling would destroy the historical and etymological character of our language. I cannot, within the limits of this paper, follow the Professor through all the arguments and illustrations he adduces on this point. He shows from a careful investigation of numerous English words that this so-called etymological spelling is just as frequently wrong and misleading as regards the origin of a word as it is indicative of that origin. And he tells us, moreover, that our spelling system (or *unsystem*) is accountable largely for what is known as "popular etymology," and tends to vitiate the correct spelling of words—thus actually bringing about that very evil which conservative spellers dread. Our spelling, in fact, is just as little etymological as it is historical. It is at once totally at variance with that which was in force even so recently as in Spencer's time, and the changes which have taken place since then present no signs of steady growth and development, but are utterly capricious and unaccountable. To those who would have *historical spelling* the Professor puts these questions:—

1. In what sense can the present spelling of English be called historical?
2. If you want to spell historically what period of the history of our written language will you take as your standard?

While to those who stand up for *etymological spelling* he says in effect :—

Why do you not insist upon such an alteration in the spelling of words where etymology is totally obscured under our present system as would serve to indicate their origin? "If anybody will tell me at what date etymological spelling is to begin, whether at 1500 A.D., or 1000, or 500, I am willing to discuss the question. Till then I beg leave to say that etymological spelling would play greater havoc in English than phonetic spelling, even if we were to draw a line not more than 500 years ago."

There is just one more difficulty involved in the introduction of phonetic spelling to which I wish to allude here. That is, the fact that there is an endless diversity in the pronunciation of different people. No two persons, almost, pronounce the same and exactly alike. This difference is most strongly marked among the vulgar dialects, and even in educated circles there is anything but a uniformity of pronunciation. This is a difficulty with which any system of word notation has to cope. On the one hand no notation could be made so all-embracing as to include the infinite varieties of dialectic and individual peculiarities of pronunciation. And on the other hand no system of orthography could be so firmly established as to abolish that variety. We must make up our minds that whatever be the reform we achieve, the Scotchman, the Irishman, the Welshman, the north and the south countryman will each as heretofore indulge his little peculiarities. And let him do so. It is not proposed that he should have the opportunity of offending our eyes with them on paper any more than he has now. All that is alleged is this, that there is such a thing as a *correct* pronunciation of English, and that we want a system of orthography which will represent that pronunciation as nearly as possible, allowing for differences, and going upon the principle rather of classifying and arranging, than one of hair-splitting. As Max Müller says :—

"Writing was never intended to photograph spoken languages; it was meant to indicate, not to paint sounds. . . . A pre-Raphaelite minuteness may destroy the very object of the picture. Language deals in broad colors, and writing ought to follow the example of language, which, though it allows an endless variety of pronunciation, restricts itself for its own purpose, for the purpose of suppressing thought in all its modifications, to a very limited number of typical vowels and consonants."

These arguments, however hastily and confusedly they may have been adduced, should have some weight in influencing a conclusion that the time has come when the English alphabet should be disestablished and disendowed, and be supplanted by some other *system, more rational and more favorable to the educational development of the nation.*

REFUTATION

OF

THE ETYMOLOGICAL OBJECTION TO THE
SPELLING REFORM.

*Read before the Leeds Siorthand Writers' Association, 26 January,
1877, by J. H. Moore.*

First and foremost among the objections which have been and are continually urged against a reform of the orthography of the English language is this, that any alteration in the spelling of words as now generally accepted, would obscure their derivation and obliterate, to a certain extent, their history.

This objection is usually the first which is thought of, and has been urged again and again. It has also been formulated by at least one exponent of undeniable authority and weight, whose utterances upon the subject have been reiterated *ad nauseam*—I need not say that I refer to Dean, now Archbishop, Trench. As this is in reality the most important of the several objections against the Spelling Reform, it appears to me desirable that it should be dealt with apart from the others, and in a popular manner. I therefore propose to bring together the most direct and forcible of the replies to this objection which are to be found scattered up and down the several volumes of the *Phonetic Journal*, and in the writings of the eminent philologists who have taken up the cudgels in defence of the Spelling Reform.

I will, however, first set forth the terms of the objection as formulated by Archbishop Trench. In "English Past and Present," page 208, he writes:—

"This loss in so many cases of the power of discriminating between words which, however liable to confusion now in our spoken language, are liable to none in our written, would be serious enough; but more serious than this would be the loss in so many cases of all which visibly connects a word with the past, which tells its history, and indicates the quarter from which it has been derived. In how many English words a letter which is silent to the ear is yet most eloquent to the eye—the *g*, for instance in *deign*, *feign*, *reign*, *impugn*, telling as it does of *dignor*, *figo*, *regno*, and *impugno*; as the *b* in *debt*, *doubt*, is not idle while it tells of *debitum* and *dubium*.

"At present it is the written word which is in all languages their conservative element. In it is the abiding witness against the mutilations or other capricious changes in their shape which

affectation, folly, ignorance, and half-knowledge would introduce. It is not indeed always able to hinder the final adoption of these corrupter forms, but does not fail to oppose to them a constant, and very often a successful, resistance. With the adoption of phonetic spelling, this witness would exist no longer; whatever was spoken would have also to be written, let it be never so barbarous, never so great a departure from the true form of the word. Nor is it merely probable that such a barbarising process, such an adopting and sanctioning of a vulgarianism, might take place, but among phonographers it already *has* taken place. We all probably are aware that there is a vulgar pronunciation of the word *Europe*, as though it were *Eurup*. Now it is quite possible that numerically more persons in England may pronounce the word in this manner than in the right; and therefore the phonographers are only true to their principles when they spell it in the fashion which they do, *Eurup*, or indeed omitting the *e* at the beginning, *Urup*; with thus the life of the first syllable assailed no less than that of the second. What are the consequences? First, its relations with the old mythology are at once and entirely broken off; secondly, the most probable etymology of the word from two Greek words signifying *broad* and *face*, (Europe being so called from the broad line or face of coast which our continent presented to the Asiatic Greek,) is totally obscured. But so far from the spelling servilely following the pronunciation, I should be bold to affirm that if ninety-nine out of every hundred persons in England chose to call *Europe*, *Urup*, this would be a vulgarianism still, against which the written word ought to maintain its protest, not sinking down to their level, but seeking to raise them to its own."⁽¹⁾

Now it is not a little remarkable that after writing all this, the worthy Archbishop should devote a considerable portion of the rest of the lecture to setting forth what is really an almost complete answer to it. With the most perfect honesty and candor he adduces evidence sufficient to show that the orthography which he is at so much pains to defend is not after all, worth the trouble, for it is not to be trusted to show correctly the history of words; and, moreover, that a vast number of words are now, in this commonly received orthography, spelt in a manner totally different from the root-words to which they owe their origin. Speaking of the alterations which from time to time take place in the spelling of words, he says, page 212:—

"There are alterations in spelling which are for the worse.

1. The Archbishop's reasoning on the first syllable of *Europe* is unsound, as is shown by the whole of this lecture, for the etymology can be traced from *U*, *γ* to *eu*, (and indeed ought to commence at *γ*, not at *eu*.) and as far back as the history of the word reaches. The second syllable was written *up* in our phonetic books at the time this criticism was written, a quarter of a century ago, but we soon left behind the colloquial representation of unaccented syllables, and adopted the syllabic or etymological pronunciation, "*U-rup*."—*J. Pitman*.

Thus, an altered spelling will sometimes obscure the origin of a word, concealing it from those who, but for this, would at once have known whence and what it was, and would have found both pleasure and profit in this knowledge. I need not say that in all those cases where the earlier spelling revealed the secret of the word, told its history, which the latter defaces or conceals, the change has been injurious, and is to be regretted; while at the same time, where it has thoroughly established itself, there is nothing to do but to acquiesce in it; the endeavor to undo it would be absurd. Thus, when *groc r* was spelt *grosser*, it was comparatively easy to see that he first had his name because he sold his wares not by retail, but in the *gross*. *Coxcomb* tells us nothing now; but it did when spelt, as it used to be, *cockacomb*, the comb of a cock being a sort of ensign or token which the fool was accustomed to wear. In *groggram* we are entirely to seek for the derivation; but in *groggran* one could scarcely miss *groggrain*, the stuff of a coarse grain or woof. How many now understand *woodbine*? but who could have helped understanding *woodbind*? The omission of a letter, or the addition of a letter, may each effectually do its work in keeping out of sight the true character and origin of a word. Thus, the omission of a letter:—when the first syllable of *bran-new* was spelt *brand*, with a final *d*, *brand-new*, how vigorous an image did the word contain! The ‘brand’ is the fire, and *brand-new* is equivalent to *fire-new*, as that which is fresh and bright, as being newly come from the forge and fire. As now spelt, *bran-new* conveys to us no image at all. Again, you have the word *scrip*—as a *scrip* of paper, Government *scrip*. Is this the same word with the Saxon *scrip*, a wallet, having in some strange manner obtained these meanings so different and so remote? Have we here only two different applications of one and the same word, or two homonyms, wholly different words, though spelt alike? We have only to note the way in which the first of these *scripts* used to be written, namely, with a final *t*, not *scrip*, but *script*, and we are at once able to answer the question. This *scrip* is a Latin, as the other is an Anglo-Saxon word, and meant at first simply a written (*scripta*) piece of paper—a circumstance which, since the omission of the final *t*, may easily escape our knowledge. *Affraid* was spelt much better in olden times with the double *f*, than with the single *f* as now. It was then clear that it was not another form of *afear'd*, but wholly separate from it; the participle of the verb to *affray*, *affrayer*, or, as it is now written, *effrayer*. In the cases hitherto adduced, it has been the omission of a letter which has clouded and concealed the etymology. The intrusion of a letter sometimes does the same. Thus, in the early editions of “Paradise Lost,” and in all writers of that time, you would find *seent*, an odor, spelt *sent*. It was better so; there is no other noun substantive *sent*, with which it is in danger of being confounded; while its relation with *sentio*, with *resent*, *assent*, and the like, is

put out of sight by its novel spelling; the intrusive *e* serves only to mislead. The same thing was attempted with *sile*, *sitate*, *situation*, spelt for a time by many, *scile*, *scituate*, *scituation*; but it did not continue with these."

I might quote much more in the same strain, but to do so would serve no useful purpose. Enough has been brought forward to prove that the Archbishop, although eager to defend the common spelling from innovation, on account of the testimony which it bears to the history and derivation of the words, is by no means unconscious of the fact that it is not to be depended upon as a witness in that regard. It is too easy for the apologist of any system of writing or orthography to forget that, in point of fact, the written word is not the word at all, but the image or representation of the word. The word is that which is heard and spoken, not that which is seen and written or printed; and through all the changes which it undergoes in the course of centuries, and in the process of absorption into other languages, the spoken word is the only true subject of etymological inquiry or research; the written word ought, in all cases, humbly to follow it through all its wanderings, to reflect faithfully all its changes, and so to record the history of the word throughout, not lagging behind, but keeping pace with them. When philologists generally agree to recognise the "thing" speech apart from the notation of speech, the science of etymology will be cleared of very much obscurity. Upon this point let me quote Mr A. J. Ellis, who, in the *Phonotypic Journal* for 1847, page 186, writes:—

"Words consist of sounds and nothing more. When these sounds are determined and fixed by written symbols, they may become the object of scientific investigation. We may then, for example, trace the changes which have been made by Englishmen in taking words from other languages to make them a part of their own; but not till then. It is utterly unscientific to ignore these changes, and to write, for example, *derive*, *derivation*, *derivative*, because the italic letters in these words answer to the Latin *e*, *i*, *a*, without any respect for the English sounds which have been substituted for them. Who, for example, could venture to propose any mode of spelling which should preserve to the eye acquainted with the etymological relationship of spoken sounds any appearance of etymological connection between such groups of words as (1) *fact*, *faction*, *perfect*, *sufficient*, *suffice*, *confectioner*, *a feat*, *surfeit*, *benefit*, *benefice*, *fashion*, *feature*, *facet*; (2) *close* (verb), *close*, *clause*, *cloister*, *cloistral*, *cloident*, *closure*, *closet*, *conclude*, *conclusion*; and many other such groups. Till the English language has been reduced to a phonetic form, its etymology can either not become an object of scientific investigation, or be only very partially and insufficiently studied. When it has been so reduced, it is one of the pleasing labors to which the writer of this paper looks forward, to exhibit the etymological connection and consequent

phonetic changes in the words which constitute our language."

The same author, in his "Plea for Phonetic Spelling," says:—"Happily it admits of demonstration that the phonetic spelling, so far from being a hindrance to etymology, is its only sure and safe guide; that without it, or an equivalent knowledge of pronunciation, all the labors of etymologists would be in vain." In another place the same author observes:—"As etymology deals with words, it cannot be properly pursued until these words are made evident by a phonetic dress. The common or romanian spelling was not constructed with a view to the preservation of etymology; and when it was modernised, most of the supposed indications of etymology were unhesitatingly sacrificed; probably no thought was bestowed upon them. Such assistance, however, as romanicism does afford to etymologists, will still remain in the immense piles of books already in existence; a thousand pounds would purchase all the copies of all the printed books which it would be necessary to preserve for this purpose. The phonetic orthography is an additional help, instead of hindrance, to the etymologist. The romanian spelling not only does not exhibit the etymology clearly in all cases, but it misleads in a very great number of instances, and is thoroughly inconsistent with itself. The number of persons who would benefit by the etymology of each word being clearly exhibited in the spelling does not amount to so much as one in sixteen hundred, while the advantages of phonetic spelling are of the greatest importance to all. The results of etymology possess only a scientific, and not a practical, interest: indeed, an attempt to deduce the meaning of words from their etymology would often lead to egregious mistakes."

Again, in the *Literarium*, January, 1855, the same writer remarks:—"When the public mind is educated to the point of changing the orthography, it will inevitably be changed, as it has been, comparatively lately, in Holland and Spain. It will then be readily seen that changing the orthography does not obscure the history of a word, unless all record of former pronunciation is entirely destroyed;—that, in fact, the history of words is now obscured principally because spelling has not sufficiently followed pronunciation, but has been allowed to crystallise in the impure mother-liquor of the printing-office, where it has inevitably lost much that was valuable, and become contaminated with absurdities. . . I agree with Chevalier Bunsen, that 'the theory of etymology shows itself inseparable from that of phonology.'" (See *Phonetic Journal* for 9 February, 1856.)

Prof. Max Müller, in his "Lectures on the Science of Language," Second Series, page 97, observes: "One argument which might be supposed to weigh with the student of language, namely, the obscuration of the etymological structure of words, I cannot consider to be very formidable. The pronunciation of languages changes according to fixed laws, the spelling is changed in the most

arbitrary manner, so that if our spelling followed the pronunciation of words, it would in reality be a greater help to the critical student of language than the present uncertain and unscientific mode of writing." In the article "On Spelling," in the *Fortnightly Review*, the same writer remarks:—"If we really attempted to write etymologically, we should have to write *bridegroom* without the *r*, because *groom* is a mere corruption of *guma*, man, Anglo-Saxon *bryd-guma*. We should have to write *bursæ* instead of *purse*, as in *disburse*. In fact, it is difficult to say where we should stop. Why not write *metal* instead of *mettle*, *worship* instead of *worship*, *chirurgion* instead of *surgeon*, *furhlong* (that is, *furrow-long*) instead of *furlong*, *feordhing* (that is, fourth part) instead of *farthing*? If we write *puisc*, we might as well write *postnatus*. We might spell *coy*, *quietus*; *pert*, *apertus*; *priest*, *presbyter*; *master*, *magister*; *sexton*, *sacristan*; *alma*, *elemosyne*; etc. If anybody will tell me at what date etymological spelling is to begin, whether at 1500 A.D., or at 1000 A.D., or at 500 A.D., I am willing to discuss the question. Till then, I beg leave to say that etymological spelling would play greater havoc in English than phonetic spelling, even if we are to draw a line not more than 600 years ago.

"The two strongest arguments, therefore, against phonetic spelling, namely, that it would destroy the historical and etymological character of the English language, are, after all, but very partially true. Here and there, no doubt, the etymology and history of an English word might be obscured by phonetic spelling; as if for instance, we wrote *Urop* instead of *Europe*, but even then analogy would help us, and teach those who know Greek, of whom there are not many, that "*Ur*" in such words as *Europe*, *Eurydice*, represented the Greek *εὐρύς*. The real answer, however, is that no one could honestly call the present system of spelling either historical or etymological; and I believe that, taken as a whole, the loss occasioned by consistent phonetic spelling would hardly be greater than the gain."

Dr R. G. Latham, in his admirable "Defence of Phonetic Spelling," published in 1872 by Mr Pitman, says (page 104):—

"When we go out of our way and divert orthography from its proper function of symbolizing a sound to that of suggesting an etymology; and when we flatter ourselves that, in so doing, we are preserving the history and registering the changes that such or such a word has undergone, we simply deceive ourselves with a half truth. We preserve the likeness, but we conceal the difference; a preservation which, of course, gives us only half the real history of the word. The spelling which will give us the whole has yet to be discovered. This, however, is certain, that when we betake ourselves to a letter which has no value as the sign of an existing sound, for the sake of showing that the word in which it occurs has preserved enough of its former self to be

recognizable, we use the alphabet for a secondary purpose; and, when we do this to the detriment of its proper functions, we misuse it. On the other hand, when we simply take a word as we find it, we have no need of any such detrimental makeshift. We have simply to spell a word as it is sounded. It may have gone through many, or it may have gone through few, changes. It may not have been changed at all. At any rate, so long as we have nothing beyond its present pronunciation to express, we have nothing to do but to put our alphabet to its proper use.

"Now it is possible that, with the whole field of etymology before us, we might find good reasons not only for not upholding the ordinary etymological objection—the objection founded on the concealment of likeness—but for condemning it as one-sided and injurious; in which case Phoneticism would be enlisted on the side of etymology. I cannot say to what extent this view will actually be taken; for, at present, it commands little attention. I am only sure of this; that those who take it will take it from their knowledge rather than their ignorance; and that it will not be defended by arguments which can be contemptuously set aside. 'I,' says Caius, 'condemn the proposed innovations because they would obliterate the connection between the different stages in the history of a word; and, by so doing, fail to give us those permanent characters which indicate its origin.' And 'I,' says Titius, 'condemn the existing system, because by concealing the full extent of the change that such words have undergone, it invests a combination with a show of permanence as a fact in language, which is wholly unreal.'"

But the utter absurdity of defending the common spelling on the ground of its assistance to etymologists, is well shown in the following quotations from an article by Mr E. Jones, in the *Schoolmaster* for 26 October, 1872:—

"A very slight inquiry into the history of the English language would show that the objections usually urged against the improvement of spelling on the ground of etymology have in reality no foundation. With such important issues depending, we have a right to ask, What is meant by retaining the etymology of words? Does it mean that every word from every language from which the English has borrowed is to be spelled *literatim*, with precisely the same letters as in the language from which it was taken? We have a few such words which are taken intact, as *radius*, *focus*, *index*, *appendix*, etc., from the Latin, without any change whatever. But the great bulk of the words in the language are more or less changed in their spelling from their originals, as *city*, *olive*, *surgeon*, *chirurgian*; and a host of others. Then, again, the etymological relation of *cow* to *kine*, and *cook* to *kitchen*, is clear enough to the student of derivation, although the derivatives in this class have not a letter in common with the originals.

"But what will be said of the manifest blunders committed in

the name of etymology? Every schoolboy who has had a few lessons in French knows that *Parliament* ought to be *Parlement*. How then did the *ia* get in except by some bribery and undue influence? Not only have the false etymologists corrupted *Parlement*, but they have also tampered with the *sovereign*. It is now universally admitted that the *g* has no business whatever, etymologically, in *sovereign*, the old form being *soverein* or *souvan*, as in Milton, and that the *g* was inserted in this word, as also in *foreign*, through gross blundering. What, then, are the advocates of etymology contending for, if not for the perpetuation of false etymology by teaching bad spelling? The fact is, no scholar of the present day would maintain seriously this etymological theory, and the great difficulty of spelling reformers is to find anyone who cares for his reputation as a linguist to take this ground of objection. The passage so often quoted from Archbishop Trench bearing on this question was written twenty-five years ago, and it is certain that the Archbishop would not write in the same strain now, so great has been the progress in the study of comparative philology, and the history of the English language, since that time; the latter study so shamefully neglected by Englishmen in former times.

"As an instance of the futility of this objection to phonetic spelling, we may refer to the letters of the late Dean Alford, published in *Good Words* a few years ago. In spite of his great learning and ability, the Dean, like many other highly educated Englishmen, was led away by this popular fallacy to write as follows: 'I remark, as to spelling, on the trick now so universal across the Atlantic, and becoming in some quarters common with us in England, of leaving out the *u* in the termination *our*, writing *honor*, *favor*, *neighbor*, *Savior*, etc. Now the objection to this is, not only that it makes very ugly words, totally unlike anything in the English language before, but that it obliterates all trace of the derivation of the word. It is true that *honor* and *favor* are derived originally from Latin words spelt exactly the same, but it also true that we do not get them direct from the Latin, but through the French forms which ended in *eur*.'

"It was pointed out, however, to the learned Dean by some of the readers of *Good Words*, (1) As regards the ugliness of *honor*, *favor*, etc., without the *u*, and that there was nothing like it in the English language before, that there are not less than 300 words of this class, while there are only about thirty in all in which the *u* is ever written. (2) That as the French form for *honor* was spelt with two *u*'s (*honneur*), we ought on etymological grounds to spell the English word in the same way. (3) The French termination being *eur*, why should the English be *our*?

"The Dean at once saw his error, and as a man of *honor*, frankly and candidly admitted it, saying that the spelling in question was not guided at all by the derivation of words. In the same man-

ner all similar objections will fall to the ground when brought to the test of facts, and this incident shows the importance of taking nothing upon trust, even from great men."

But upon examination it will be found that phonetic spelling does not destroy the etymologies of our language, as is clearly shown by the following extract from an article by J. E. Bailey, in the *Phonetic Journal* for 24 September, 1859 :—

"Objection 3. *It will totally destroy the etymologies of our language.*

"How admirable are those lines of Cowper's here :—

While others toil with philosophical force,
His nimble nonsense takes the shorter course,
Flings at your head conviction by the lump,
And gains remote conclusions at a jump.

Let us examine the conclusion at which our objector has arrived. I would say at the outset that this objection is untrue. It has never been PROVED. On conversing with our objector it is found that his great champion in this matter is Dean Trench ! Now it is a most remarkable, and at the same time a most significant, fact, that of all the arguments which Messrs Isaac Pitman, Alexander John Ellis, Dr Latham, and other great authorities in phonetics, have used in answer to the Dean's remarks, *he has not answered one !* I would observe, too, that Dr R. G. Latham, one of our best philologists, and the author of the best treatise extant on the 'English Language,' gives as his deliberate opinion that all objections to phonetic spelling (of course including the etymological objection) 'are as worthless as they can ever be thought to be.' Having such an authority on the side of phonetic spelling, I say that *phonetic spelling does not destroy our etymologies*, because

(1). "On the principle assumed, our etymologies are already destroyed. But how so? In the course of time words have changed their meaning. The word which meant one thing a hundred years since, has quite changed its meaning now. Dr Franklin (whose practical mind saw the advantages of a phonetic system, and who has said, 'Sooner or later the change must be made,') brings forward the two words *knave* and *villain*. He says, 'If I call a man a knave and a villain, he would hardly be satisfied with my telling him that one of the words originally signified only a lad or servant, and the other an under-ploughman, or the inhabitant of a village.' The words could be multiplied *ad infinitum*. The word *surgeon*, according to etymology, means a worker by the hand, *χειρουργός*. What has a *candidus* to do with *white* (candidus)? Is the Pope of Rome a *bridge-maker*? (pons + facio, *pontiff*); and is it one of the duties of the Chancellor of the Exchequer to stand behind a railing and take charge of the chess board? (cancellum, *scaccharium*). What has the word *bigot* to do with a moustache (bigote)? If we went by the etymological meaning of words, we should talk the most veritable nonsense ever uttered. To show of what little use such analogies are

this is, the learned Archbishop Whately gives the three words *hypocritas* (*subteritas*), *substantia* (*substantia*), and *understanding*, as all meaning the same thing, and yet how different are their significations! Such illustrations as these sufficiently prove to us that our etymologies are *already* destroyed. The *present usage* of words is what we should go by, for present usage alone determines the meaning we are to put upon them.

(2). "*Because the spellings of words are uncertain.*" Take the word *duke* for instance: the word *ducal* is spelled not with *k*, as we should be led to expect, but *c*. Which is correct? (On going to the original language I find the word written *dux*! Which is the correct mode of writing the sound *ker* in '*curfew*' and '*handkerchief*?' and what resemblance do *cur* and *ker* bear to *cours*! In the words '*cat*, '*kitten*'; '*bishop*, '*episcopal*'; '*palay*, '*paralysis*'; '*sequence*, '*consecutive*,' we cannot say, from the spellings, which of the two forms is the correct orthography. It would be useless to multiply instances. Dr Johnstun was aware of the muddled state of our language, for he says, speaking on this subject, 'Even in words of which the derivation is apparent, I have been often obliged to sacrifice uniformity to custom; thus I write in compliance with a numberless majority, "*conary*" and "*inscigh*" [and "*vehicle*"]; "*decriit*" and "*receipt*," "*fancy*" and "*phantom*.'"

(3). "*Because the spellings mislead us as to the origin of words.*" Does the spelling of the words *island*, *rhyme*, *ghost*, *admiral*, show us from what source they are derived? How are the silent letters in some of these words accounted for? Custom is the only authority for them. They have not the least resemblance to the words from which they are derived.

(4). "*Because only a few persons are able to trace the etymologies of our language.*" There are very few indeed who would be able to trace our etymologies. The objector knows, perhaps, Latin and Greek, and makes his objection accordingly. Consider how few persons there are who know anything about these languages whatever. Of what use then would etymology be to them? It happens, however, that our language is not made up of Latin and Greek wholly; the foundation of our language is based on the Anglo-Saxon. You cannot make out a complete sentence with words of our language which are derived from Latin or Greek, but you can use the Anglo-Saxon without their aid. Then why does not the objector dread that we shall destroy the Anglo-Saxon etymologies? He should bring forward the language which is most affected by the change. The reason is that he knows nothing whatever about Anglo-Saxon, and because the etymologies instead of being destroyed are *revealed* by phonetic spelling in that and other languages. The Anglo-Saxons, and the Greek language too, had one letter for *th*; in our phonetic alphabet we have one letter, and there are many other spellings which bring the languages into *closer connection* than they are at present."

I think we may take it as proved that phonetic spelling, so far from destroying or obscuring the history of words, writes, as it were, the last chapter of that history in cases where the orthography in common use stops short of that stage. A writer in the *Phonetic Journal*, 1848, page 63, under the initials H. S. D., writes:

"The change effected by rendering the spelling conformable to the sounds of words is only removing them one step further from their original form, for neither is the spelling universally regulated by the derivation, nor is the meaning of words which by adoption have become English, at all confined to the sense in which they were used in the languages from which they were taken. The English word *surgeon* affords an illustration of this; it was anciently spelt *chirurgien*, which form it still retains in French, and which was more in keeping with its derivation from the Greek *χειρ* and *εργον*, and signifies a hand operator; but the word is at present so far removed from its original, both in spelling and the sense in which it is employed, that very few persons would ever think of the Greek from which it is derived."

To attempt to make use of the common orthography *alone* as a guide to the derivation of words, would lead to endless mistakes and confusion; therefore as a basis for scientific investigation it is worthless. Upon this point let me again quote Mr Ellis, who, in the introduction to Storr's and Smalley's *American Phonetic Dictionary*, published in 1855, writes as follows:—

"How is it that the mere Latin and Greek scholar is unable, from the orthography of the words in the Lord's Prayer, to tell the history, derivation, and meaning of more than two or three, as *trespasses*, *temptation*, *deliver*, *glory*; and even here will most probably be in error, as he may be inclined to give to the Latin what belongs to the French. Does not this show him that the spelling *alone* does *not* give the required information, but only the spelling in connection with *much other learning*; and that those who acquire this learning will also seek out, not merely the present, but the still older form of the word, in short, all the historic traces of the word which they are able to discover; and that the greatest errors may be committed from a hasty conclusion drawn from the knowledge of one or two languages only, and the mere look of the word? The present spelling, then, does *not* give the etymology or history of a word; and hence, by changing the spelling, we do *not* deprive persons of any etymological benefit. Etymologists will have the same use of the present and older spellings as they now have, and those who are unable to study etymology for themselves,—and this is the greatest part of mankind—will take the conclusions of etymologists as they now take them, with this additional advantage, that the etymological information will be accompanied with a phonetic explanation, showing how the original word came, by the laws of sound, to lose its old and gain its new form. True etymology will thus be brought to light, and

distinguished from the false etymology of grammar. It will be found to deal with words themselves, and not with their accidental orthographies. . . . Etymology is not only inseparable from phonology, but from history also; and the sooner that such bastard learning as commonly goes by the name of etymology is got rid of, the better for the logical education of Englishmen. To those who *know* Latin and Greek, the changes made by phonetic spelling will not occasion the slightest difficulty in tracing the word to its origin; to those who do *not*, the changes are of no consequence whatever."

In another place the same writer observes:—"It seems to me that all the educational value of etymology would remain, even if we treated it orally alone, without writing a word; and that any attempt to lead pupils of very limited linguistical knowledge to divine the etymology from the spelling, and then the signification from the etymology, is to lead them unnecessarily astray."

Granting, however, for the sake of argument, that phonetic spelling would obscure the history and derivation of words, we have very high authority for the opinion that from a literary point of view this would be no loss, but rather an advantage. Mr Ellis, in the article from the *Literarium* already quoted, remarks upon this subject:—

"Recollect that for far the greater number of words they use, especially those they use most frequently (the Saxon), speakers are usually ignorant of their origin or primary meaning, and even the profoundest etymologists differ. Yet we use them aright. We cannot assign the origin of the greater number of Greek and Latin words (not being derivatives within the languages themselves): do we understand them the worse? Nay, it is incontestable that we are better acquainted with the etymological origin and relations of Latin and Greek than the Latins and Greeks themselves were; do we know the meaning of the words better, or use the words more correctly than Cicero (a vile etymologist) or Xenophon? We shall hardly venture to say so. But if not, we may not be very far from the truth, if we assert that were all knowledge of etymology swept away to-morrow the language would be written with as much nerve, vigor, precision, and beauty as at present."

Walter Savage Landor writes:—"I think Middleton is right in spelling the word *theater* as he does, and highly to be praised in *grandeur*. We might as well write *faveur* and *honneur* as *grandeur*. If we desire to write well we must be careful not to remind the reader of any language but his own." Again; "If we wish to write well, we must keep our Greek and Latin out of sight. We may be sure those vegetables are the wholesomest and most savory which remind us least of the nutriment they have received."

From what has been brought forward we think that several points have been made sufficiently clear, namely:—

1. That the present orthography is not worth preserving for the

etymological information it may contain, because along with some true indications of the origin and derivation of words, it has many which are false and misleading: *b* in *debt*, *doubt*, etc.

2. That it was not constructed with a view to the preservation of etymology, and that, in very many cases, the indications which it might have given, are wanting: *p* in *receipt*, no *p* in *deceit*, etc.

3. That as etymology deals with words, and words are sounds, the only safe ground of etymological study is a phonetic representation of these words; hence, for the purposes of the etymologist, the phonetic system of spelling is far superior to the old orthography.

4. That all such sources of information as are now at the disposal of the student of etymology will be no less accessible in the future, even supposing that the reformed orthography were adopted; we shall then, as now, be surrounded with books new and old, and our libraries will be found furnished with works of every kind, suitable for the study of etymology as well as of any other branch of human knowledge.

5. That except to the student of etymology any indications of the parentage of words are of no value, and in the absence of experienced guides are rather apt to mislead than otherwise.

6. That the number of persons really interested in this question is very small, relatively to the whole number of the people—so small, indeed, as to be almost infinitesimal; and that they are amply provided for under head 4.

7. That any special indications of the derivation of words are deprecated by literary men on grounds of taste. In fact, to dress a word in any garb indicating its origin, beyond what the sound requires, is really just as incongruous as it would be to dress ourselves to-day in the costume of the last century.

8. That the root idea of English writing, as of all alphabetic writing, is to express the sounds of the words only; and that this would have been attained in a much greater degree but for the accident of our having borrowed our alphabet from Rome, instead of devising one for ourselves. A considerable number of English words are spelt phonetically, and the constant tendency is to enlarge the number.

I think, therefore, it may be taken as proved that there is no real ground for what is called the etymological objection, but the contrary; so that any consideration of this kind need not hinder for one moment the acceptance or adoption of the reformed orthography, the benefits arising from which would be "entirely incalculable."

MAX MÜLLER ON SPELLING.

(From the "Fortnightly Review" for April, 1876.)

The Attitude of the Opponents of Spelling Reform.—The whole matter is no longer a matter for argument; and the older I grow the more I feel convinced that nothing vexes people so much and hardens them in their unbelief and in their dogged resistance to reform as undeniable facts and unanswerable arguments. . . . I know there are persons who can defend anything, and who hold that it is due to this very discipline that the English character is what it is; that it retains respect for authority; that it does not require a reason for everything, and that it does not admit that what is inconceivable is therefore impossible.

Quixotic and Utopian Aims.—If my friends tell me that the idea of a reform of spelling is entirely Quixotic, that it is a mere waste of time to try to influence a whole nation to surrender its historical orthography and to write phonetically, I bow to their superior wisdom as men of the world. But as I am not a man of the world, but rather an observer of the world, my interest in the subject, my convictions as to what is right and wrong, remain the same. It is the duty of scholars and philosophers not to shrink from holding and expressing what men of the world call Quixotic opinions; for, if I read the history of the world rightly, the victory of reason over unreason, and the whole progress of our race, have generally been achieved by such fools as ourselves "rushing in where angels fear to tread," till after a time the track becomes beaten, and even angels are not afraid."

The Duty of Spelling Reformers.—I feel convinced that practical reformers, like Mr Pitman, should never slumber nor sleep. They should keep their grievances before the public in season and out of season. They should have their lamps burning, to be ready whenever the right time comes. They should repeat the same thing over and over again, undismayed by indifference, ridicule, contempt, and all the other weapons which the lazy world knows so well how to employ against those who venture to disturb its peace.

The Question must be Faced.—The question, then, that will have to be answered sooner later is this:—Can this unsystematic system of spelling English be allowed to go on for ever? Is every English child, as compared with other children, to be mulcted in two or three years of his life in order to learn it? Are the lower classes to go through school without learning to read and write their own language intelligently? And is the country to pay millions every year for this utter failure of national education? I do not believe nor think that such a state of things will be allowed to go on for ever, particularly as a remedy is at hand. . . . I consider that the sooner it is taken in hand the better. . . . There is a motive power behind these phonetic reformers which *the Archbishop* (Trench) has hardly taken into account. I mean *the misery* endured by millions of children at schools, who might

learn in one year, and with real advantage to themselves, what they now require four or five years to learn, and seldom succeed in learning after all.

Trench and Etymology.—There remains this one objection only—that whatever the practical and whatever the theoretical advantages of the phonetic system may be, it would utterly destroy the historical or etymological character of the English language.

Suppose it did; what then? Language is not made for scholars and etymologists; and if the whole race of English etymologists were really swept away by the introduction of Spelling Reform, I hope they would be the first to rejoice in sacrificing themselves in so good a cause.

But is it really the case that the historical continuity of the English language would be broken by the adoption of phonetic spelling, and that the profession of the etymologist would be gone for ever? I say, No, most emphatically to both propositions. Because the Italians write *filosofa*, are they less aware than the English, who write *philosopher*, that they have before them the Latin *philosophus* and the Greek *φιλοσοφος*? If we write *f* in *fancy*, why not in *phantom*? If in *frenzy* and *frantic*, why not in *phenology*? A language which tolerates *vial* for *phil* need not shiver at "*filosofer*." What people call the etymological consciousness of the speaker is strictly a matter of oratorical sentiment only. If anybody will tell me at what date etymological spelling is to begin, whether at 1500 A.D., or at 1000 A.D., or at 500 A.D., I am willing to discuss the question. Till then, I beg to say that etymological spelling would play greater havoc in English than phonetic spelling, even if we are to draw a line not more than 500 years ago.

Right, Rite, Write, Wright.—Another objection urged against phonetic spelling, namely, that with it it would be impossible to distinguish homonyms, must be met in the same way. No doubt it is a certain advantage if in writing we can distinguish *right*, *rite*, *write*, and *wright*. But if in the hurry of conversation there is hardly ever a doubt which word is meant, surely there would be much less danger in the slow process of reading a continuous sentence. If various spellings of the same word are necessary to point out different meanings, we should require eight spellings for *box*, to signify a chest, a Christmas gift, a hunting seat, a slap, to sail round, seats in a theatre, and the front of a seat on a coach; and this principle would have to be applied to above 400 words. Who would undertake to provide all these variations of the present uniform spelling of these words? And we must not forget that, after all, in reading a page we are seldom in doubt whether *sole* means a fish or the *sole* of a foot, or is used as an adjective. If there is at any time any real difficulty, language provides its own remedy. It either drops such words as *rite* and *sole*, replacing them with *ceremony* and *only*, or it uses a periphrastic expression—the sole of the foot, or the sole and only ground.

OPINIONS OF EMINENT MEN.

Dr Morell, H. M. Inspector of Schools.—The main difficulty of reading English arises from the intrinsic irregularity of the English language. A confusion of ideas sets in in the mind of the child respecting the powers of the letters, which is very slowly and very painfully cleared up by chance, habit, or experience, and his capacity to know words is gained by an immense series of tentative efforts. . . . It appears that out of 1,972 failures in the Civil Service examinations, 1,866 candidates were *plucked for spelling*. That is, eighteen out of every nineteen who failed, failed in Spelling. It is certain that the ear is no guide in the spelling of English—rather the reverse—and that it is almost necessary to form a personal acquaintance with each individual word. It would, in fact, require a study of Latin, French, and Anglo-Saxon to enable a person to spell with faultless accuracy; but this, in most cases, is impossible.

Professor Gregory.—There is no obstacle to general education and improvement nearly so formidable as our thoroughly false orthography; and there is no measure which would so powerfully and so rapidly promote the education of the masses as the adoption of a simpler method of spelling.

Dr Gilchrist.—This grand stumbling-block to the rapid march of human intellect is by no means irremediable, were people only to set heart, head, and hand about it, by boldly thinking and acting for themselves for the common weal of mankind.

The late *Lord Lytton.*—A more lying, roundabout, puzzle-headed delusion than that by which we confuse the clear instincts of truth in our accursed system of spelling was never concocted by the father of falsehood. . . . How can a system of education flourish that begins by so monstrous a falsehood, which the sense of hearing suffices to contradict.

The Right Hon. W. E. Gladstone.—I honestly can say I cannot conceive how it is that a foreigner learns how to pronounce English when you recollect the total absence of rule, method, system, and all the auxiliaries which people generally get when they have to acquire something that is difficult of attainment.

The late *Dr Thirlwall*, Bishop of St David's.—I look upon the established system of spelling (if an accidental custom may be so called,) as a mass of anomalies, the growth of ignorance and chance, equally repugnant to good taste and to common sense. But I am aware that the public cling to these anomalies with a tenacity proportioned to their absurdity, and are jealous of all encroachment on ground consecrated by prescription to the free play of blind caprice.

A Paper read before the Ohio State Teachers' Association at Put-in-Bay, U. S. America, 4th July, 1877, by E. O. Vaile, of Woodward High School, Cincinnati.

The question of amending and simplifying English spelling can no longer be classed among the extravagant propositions of fanatics. Look at the names of a few of the outspoken advocates of reform—Max Müller, Professor of Sanskrit and Comparative Philology in the University of Oxford, and the most distinguished philologist of his age. Free use will be made in this paper of his able essay upon this subject in the *Fortnightly Review* for April, 1876.* William E. Gladstone, England's great statesman and scholar, in so many words, "advises those interested in this question to busy themselves in considering in what way opinion can be brought to bear on the matter." Alexander Bain, one of the most eminent philosophers and educationists of our time; Dr Meiklejohn, Professor of History and the Art of Education in the University of St Andrews; Dr R. G. Latham, Richard Morris, Rev. W. W. Skeat, G. W. Moore, Sir Charles Reed, Chairman of the London School Board; Otto Trevelyan, the nephew and biographer of the late Lord Macaulay; Ellen Taylor, step-daughter and worthy companion of John Stuart Mill; Dr Morell, and Rev. J. R. Byrne, H. M. Inspectors of Schools;—all lament the hindrance to education caused by the present spelling. Dr Thirlwall, the eminent historian of Greece, said: "I look upon the established system of spelling, if an accidental custom may be so called, as a mass of anomalies, the growth of ignorance and chance, equally repugnant to good taste and common sense." Lord Lytton, the distinguished statesman and novelist, declared: "A more lying, round-about, puzzle-headed delusion than that by which we confuse the clear instincts of truth in our accursed system of spelling was never concocted by the father of falsehood. How can a system of education flourish that begins by so monstrous a falsehood, which the sense of hearing suffices to contradict?"

In America our most eminent philologists are decidedly in favor of reform. Prof. Whitney, of Yale; Prof. March, of Lafayette, and Prof. Haldeman, of the University of Pennsylvania, have each published essays in support of phonetic spelling, as did also the late Prof. Hadley, of Yale. The first three are officers and leading spirits in the Spelling Reform Association, an organization which was formed last year for the purpose of agitating this matter of reform. W. T. Harris, Superintendent of Schools, St Louis, and C. K. Nelson, of St John's College, Annapolis, are also officers. The American Philological Association has for years

* Max Müller's paper is published as a tract of 48 pages, price 1d. (Pitman, London, and Bath.) It is therefore considered unnecessary to repeat in this tract all the quotations which Mr Vaile made from Max Müller in the course of his paper. Mr Vaile's paper has been published as a pamphlet by Mrs Barnes, New York, and will be found in the *Phon. Jour.* for 6 Oct., 1877.

declared the necessity of an improved mode of spelling. The London School Board took up the matter last year [1876], and in December, by a vote of 26 to 6, passed a resolution declaring it desirable that the Government should be moved to issue a Royal Commission for considering the best manner of simplifying our method of spelling. Upon invitation 100 other Boards, including those of Liverpool, Birmingham, and Wolverhampton, joined with the London Board in its memorial to the Department of Education. To give greater force to the movement, and largely through the influence of Sir Charles Reed, Chairman of the London Board, a Conference of spelling reformers was held 29th May. A report of the proceedings was published in all the London papers. The Society of Arts opened its rooms to the Conference, and many distinguished persons participated. Such is the support which is given to the movement to reduce to regularity the spelling of the English language.

This is a practical question, and should be settled by strictly practical considerations. Mere theory and sentiment must be banished from the discussion. The great promise for the future lies in the fact that theory and sentiment are now at so great discount,—in the general conviction that the best way to reform will open before us if we but make an actual beginning. There are many difficulties in the way, as all confess, but the feeling is, Let us set to work somehow, and discover how to do it as we proceed.

But now to the arguments, both for and against, omitting all minor difficulties and matters of detail.

"What," says our conservative friend, "is our national literature to be thrown away? Are our libraries, bursting with books and newspapers to be counted as so much rubbish? Are the millions of dollars now represented in type and plates to shrink to the few thousands which would pay for those types and plates as mere metal? Are we to unlearn what we have learned with so much trouble? Is business to be obstructed and science put under arrest while we are learning the new language? Are we to surrender all the associations and to sacrifice all that is historical in the grand old structure—the English tongue? Shall the future lose sight of its kinship with the glorious past of English literature?"

No! no! Such results are not to be encountered. But the change must cost us something. Who ever heard of a reform that did not involve sacrifice? But the sacrifice need not be as great as many persons suppose. The new spelling must be such that it can be read easily by all those who have learned the old, and, on the other hand, it must be such that children, when taught the new, can master, if desirable, the old, without too much labor. Children must not be required to write in the old method, and adults need not be expected to write in the new. Whatever may be the character of the new system, the old and the new must remain in use side by side for a time. Of course there will be some inconvenience, but it cannot be very great.

The new spelling will look odd, no doubt, and in this will be the greatest cause for hesitation, rather than in the actual inconvenience. But suppose our ladies should suddenly appear before us in the style of bonnet they are to wear five years from now, would they not have to stand a storm of ridicule? Oddity is no argument against the use of anything.

How about the matter of expense? It is true that in a few generations all that is valuable in English literature would appear in new editions, and in the new spelling. The vast stock of books which are not worth the expense of the new dress would be embalmed upon the upper shelves. What of it? This change would not all take place in one year, or in twenty years. Would capital suffer from the change? Consider how many machines and utensils are becoming dead stock every month, simply because something better is put into the market. Does capital suffer? Of course it does. But who presents that as an argument against the selling of improved sewing machines? The community is benefited by the new invention, and that is sufficient. Thus the simple march of improvement renders as much capital worthless as will be damaged by the reform in spelling. Nothing will become valueless except the plates, and those only by degrees. But as a compensation, the saving in production would, in a few years, make good the loss of plates. Already one prominent publishing firm has spoken out as an advocate of the change, even if it should involve some change in type.

"Shall we forfeit our birthright in the glory of English classics?" Ask yourselves wherein consists the glory of our mother tongue, of which we say so much. Does it lie merely in the appearance of the page, or does it lie in "the thoughts that breathe and words that burp?" What is the English language? Is it that which we write and see, or that which we speak and hear? Our language is that which we utter; it is speech, not spelling. "Writing is but the handmaid of speech." When you take your copy of Shakspeare, if you should find all the silent letters omitted, providing your eye should be accustomed to the change, would he be to you any the less the divine Shakspeare than he is to-day? The spelling reform proposes to touch nothing that is sacred in the English language or in English literature. It is not our speech that is involved, but the mere symbols of our speech.

Probably no argument did so much twenty years ago to check the progress of reform as the argument that phonetic spelling would destroy the historical and etymological character of the language. The answer to this argument is just beginning to work its way. "Suppose phonetic spelling should destroy the historic character of the language. What of it? Did not the Reformation destroy the historic character of the English Church?" Did not our revolution destroy the historic character of the American colonies? Can any such sentimental grievance outweigh the practical advantages of these revolutions? "11

there is any value in the historic element, it lies only in its power to call up pleasing associations in the mind of the learned, of those who are already more or less familiar with the sources from which the words come. The relative number of these persons is very small, and such a satisfaction is supremely selfish, and most unjustly obtained at the expense of the convenience of the great public, of writers and speakers." (*Whitney*.) "Language is not made for scholars and etymologists, and if the whole race of English etymologists were really to be swept away by the introduction of spelling reform, I hope," says Max Müller, "they would be the first to rejoice in sacrificing themselves in so good a cause."

But would the trade of the etymologist be gone for ever? The best philologists say "No!" emphatically and unanimously. What has been lost in leaving out the *u* in such words as *honor*, *doctor*, *error*? In one word, *draft*, phonetic spelling has almost supplanted the so-called historical spelling, *drought*; and is the etymologist any the worse for it?

In the next place, as the science of etymology will not be injured by a phonetic system of spelling, how will it be with the historic character of the language? What do you mean by historic spelling? In what sense can the present spelling of English be called historical?

How is it, then, in regard to its etymological character? Just as bad. If we are to write etymologically, we must write instead of *sister*, *swister*, which would be no more troublesome than our *sword*. *Wif* mann surely would be better than *woman*; *godspell* than *gospel*, and *ortyard* than *orchard*. The old form of *could* was *coude*. The *l* we use, therefore, is neither phonetic nor etymological. Instead of *purse*, we should write *burse*, as we do in *disburse*, and we should have an *h* before all such words as *rain*, *ring*, *roof*, *roost*.

Furthermore we are zealously defending many downright blunders, under the idea that we are preserving our English speech in its purity. The *g* in *sovereign*, and in *foreign* has no business there, since the words have nothing whatever to do with *reign*. Milton wrote *sovrán*, and old English said *forein*. The majority of us, no doubt, would maintain that the word *shamefaced* is made up of the two words *shame* and *faced*, meaning a blushing face. In fact the word is formed in the same manner as *steadfast*, old English being *shamefast*. There is no reason for the *h* in *aghast*, unless to remind us of *ghost*. The *s* in *island* owes its origin to the ignorant belief that the word had some connection with *isle* from *insula*, whereas it is in the A. S. *ea'land*, *waterland*. The spelling *island* was current in Shakspeare's time.

Surely these are conclusive answers to the argument that phonetic spelling would force us to lose sight of the history and origin of our words. First, if such were to be the effect, it would be no argument against the reform, since the object of language is to serve the convenience of the masses, and not to aid the student.

of roots and modifications. Second, a large part of what we call the historical and etymological character of the language is a matter of error or of fiction. Third, for philologists what there is of true suggestiveness in the forms of our words would be interfered with to a very slight extent, if at all; while for the great mass of English writers and speakers—that is, for those who know or care nothing about the history and origin of our words—there would be no loss at all.

But still another perfectly conclusive answer remains. The opponents of spelling reform seem to imagine that the moment we adopt a new mode of spelling, all the old literature is to be blotted out of existence. This would not be the case at all. Of the English language we have abundant monuments since from before King Alfred's time (A.D. 900). Likewise vast amounts of present and modern literature would be preserved for the future to enable the etymologist to keep his trail when pursuing a fugitive root. But, more than all, the chief difficulty with these old monuments is the fact that they are so little regardful of the phonetic principle. The *Ormulum* of the semi-Saxon period (1150-1250) is of little value for its matter. But as a linguistic monument it is of the highest value, from the fact that its author was a phonetic fanatic, and wrote his tedious poem in a consistent spelling of his own, and thus throws a vast amount of light upon the condition of the spoken language of his time (*Whitney*).

Against the change in our spelling there is absolutely but one argument, and that is worthy of most candid and respectful attention. This argument is not one of principle at all, but of pure and simple conservatism. The language is ours, we have learned it. With all its imperfections it accomplishes its purpose. We have become so accustomed to its anomalies that they have ceased to trouble us, it may be. This argument is a valid one, and there is no other argument to stand by its side. Thus the question reduces itself simply to this, Are the advantages to be gained sufficient to justify us in attempting to overthrow a system every item of which is consecrated by usage? (*Whitney*.)

Here are a few arguments in favor of simplifying our spelling:—

1. There is the practical inconvenience which we suffer both in learning and using the language. We hardly realize how much of our learning time is taken up in mastering orthographical intricacies. How much easier it would be to read in the first place, and then how much easier to read and write correctly afterward, if every word were spelt as it is pronounced, and pronounced as it is spelt! How much time and patience would be saved in the schoolroom, if spelling books and spelling lessons could become things of the past!

2. Look also at the difficulties which foreigners encounter. The English language, from the simplicity of its grammatical structure, would be one of the easiest in the world to learn if it were not for its abominable spelling. As it is, a stranger may acquire the spoken tongue by mouth and ear, or he may acquire the written

tongue by grammar and dictionary. But in either case one tongue being learned, the other tongue will be almost as strange to him as if he had never heard or seen its counterpart. He really has to acquire two languages. (*Whitney*.) The education of the freedmen and Indians is hindered by our eccentric spelling more than by any other one cause. The spread of the English in China and Japan is greatly retarded by the same cause, and missionaries complain that their work is hindered by our irregular spelling.

3. Laugh as we will at the pecuniary argument, it is by no means an insignificant one. It is easy to show that, by the lowest estimate, fifty dollars per year are spent in the case of every teacher for the drill work in reading and spelling. Of this work at least nine-tenths is made necessary by our absurd and irregular spelling. In Cincinnati there are over 500 teachers to whom this estimate will apply. Then you have 25,000 dollars per year spent in a way that is quite unnecessary. There are at least 15,000 dollars spent in our country every year in the effort to teach a system of spelling that is false, in which, instead of utilizing natural forces, and proceeding according to the current of the child's common sense and instinct for analogy, we labor directly against it. And to make the matter worse, when the money is spent, and the instruction given, our children, after all, are not enabled to read and spell their own language.

4. Instead of a phonetic spelling contributing to the alteration and damage of the language, as it is changed, it would exert a conserving influence, and "tend to uniformity and fixedness of pronunciation. So loose and uncertain is now the tie between writing and utterance that existing differences of pronunciation hide themselves under the cover of a spelling that fits them all equally well. The largest part of our conserving force is spent upon the visible form alone. We do not give much heed to the audible form. We had spelling matches in abundance, but no pronouncing matches. If our spelling and pronunciation were more strictly in accord, every effort to preserve the spelling would likewise tend to perpetuate the pronunciation."

5. For the educationist there is an argument more serious than all others. It is the "actual mischief done by subjecting young minds to the illogical and tedious drudgery of learning to read and write English as spelt at present. Everything they have to learn in spelling and pronunciation is irrational; one rule contradicts another, and each statement has to be accepted simply on authority, and with a complete disregard of all those rational instincts which lie dormant in the child, and which is the highest function of education to awaken by every kind of healthy exercise." It was said by an eminent speaker, in the London Conference, that no person in full possession of his faculties, in full exercise of his common sense, could spell the English language. "The child can put no trust in the symbol; he cannot believe his eyes; he can put no trust in the sound; he cannot believe his ears." *Wig.*

own natural logic and feelings of analogy are constantly violated. There is no attainment so hard to acquire as reading, and there is nothing which does so little for us as a means of sound mental discipline.

Thus stands the case. Every theoretical and practical consideration weighs heavy in favor of reform. Though there are many grave difficulties in the way, there is absolutely no argument against it, excepting one, the inconvenience of making the change. No one can defend the present system of spelling. Everyone must admit its serious injury to the cause of education, and the great trouble it causes us throughout life. The practical advantages of phonetic spelling cannot be denied, and yet how universal is the exclamation, "Reform is impossible."

It is evident that no reform is possible until the community at large—or at least the educated part—shall see clearly that the advantage to be gained is worth the trouble it will cause. The great need now is to show that the general opposition to the reform is the result of blind prejudice alone; to show that the reasons which are usually presented in support of this opposition are really without the least shadow of foundation. The public mind must be made to feel that language is speech, not spelling; and that the true test of a system of spelling is not its etymological or historical value; is not its associations and distinctions so pleasing to the learned; but that its true test is practical convenience, and that alone.

The reform must be moderate and gradual. The changes attempted at any one time must not be too numerous. The old spelling will struggle with the new, and, for a time, both must be allowed to appear side by side. Moreover, that graven image—the spelling book—must be cast down, and the people won from their idolatry. Looking at the matter philosophically, can you think of any greater absurdities under the sun than the spelling-book and the pronouncing dictionary? It is a mystery how the Anglo-Saxon race with its irresistible boldness and enterprise has been content to endure the drudgery put upon it by its absurd and chaotic language.

"But destroying the reverence for our present spelling will throw us all into confusion," you say. Suppose it does. We must expect it. It will be the harbinger of better things. Out of that confusion the fittest will survive. Let those who fear serious danger to contemporary literature notice the inconsistencies of Shakspeare's spelling in the original text. Let them read the School Master by Queen Elizabeth's beloved and scholarly Roger Ascham, and see the same word spelt in two or three different ways in about as many pages. Are we troubled by the different modes in which *cigar* is spelt? Are we not glad to find people who dare to write *program* as well as *diagram*? You and I were taught *C-a-a-r*; are we troubled by seeing now *Cmer*? And would there in fact be anything horrible in leaving out the *a* in such words as *head*, *health*, *wealth*, etc.? And the *e* from *treasures*, *trouble*, *trouble*.

etc. ? and the silent *e* following a short vowel in such words as *have, give, infinite, fertile* ? When *ei* and *ie* have the sound of long *e*, would there be anything sinful in changing them to *ee* as in *achieve, receive, belief*, etc. ? The truth is, it is hardly possible to restrain the tendencies which make for reform. They are irrepressible. Of this you had good evidence yesterday at dinner on the bill of fare of the Put-in-Bay House. The contemplation of *beans* for *beans* gave me double strength and encouragement. You know too well what labor and vigilance is required to prevent the common sense of our pupils from abolishing such anomalies as *compete* but *repeat*, *conceit* but *receipt*, *concrete* but *discreet*, *proceed* but *recede*, *speak* but *speech*, *fly* but *flight*, and many more. Why not, in the name of common sense and etymology, let such differences disappear ? They will sink of their own weight, if we will but let them. Suppose we should forget the rebuke we are accustomed to give every day of our lives in connection with one or another of these perplexing words. What would come of it ? Why, the reform would begin, and be half accomplished before we were aware of it. The great thing to be done is simply to allow the reverence for these monstrosities to die out : to permit a change to begin ; to make it respectable for a person to try to spell as he speaks.

"Is reform practicable ?" Two very powerful forces can be relied upon for its support. 1. There is the whole body of eminent philologists, joined by many distinguished scholars, fully committed and ready to lead in the movement. 2. There is the large German and foreign population in our country daily vexing itself in attempts to acquire our language. Their greatest obstacle is our spelling ; this they feel. When once the matter comes to be agitated in Cincinnati, and places like it, this whole foreign element will be found energetic in support of the reform. If the influence of the great body of teachers could be added to these other forces we should soon see the beginning of a change in our spelling. Why can we not throw our influence in favor of reform ? Why should we not agitate the matter in our communities ? Why cannot we take reasonable license in the way of reform ? Suppose we should begin on principle to omit the final *e* after a short vowel, and omit *gh* when silent, and write *f* when *gh* has the sound of *f*. This would make *motiv*, *dauter*, *tho*, *ruf*, and *enuf*. By using these forms in our own writing, we should begin the very important work of making the eye of the community familiar with new spellings, even though in our schoolrooms we say nothing about them. At all events it is our bounden duty to make it certain that the next generation shall not look with the same superstitious reverence as the present generation upon what Max Müller calls "our unhistorical, unsystematic, unintelligible and unteachable mode of spelling."

A Summary of A. J. Ellis's "Plea for Phonetic Spelling."

From the "*Phonetic Journal*" for 19 and 26 Jan., 1878.

The first edition of Mr Ellis's famous "Plea for Phonetic Spelling" was published in 1845, under the title of "A Plea for Phonotypy and Phonography, or Speech-printing and Speech-writing," 40 pages, 8vo., 4d. The work was received with so much favor that the three thousand copies of which the edition consisted were sold in two years and a half. It was reviewed in the *Phonotypic Journal* for 1845, page 130, by the compiler of this Summary of the second edition. A portion of that review was printed in the *Journal* for 1877, page 25, and is reprinted in the *Spelling Reform* tract No. 322.

A second edition of the "Plea" was issued in May, 1848, in 8vo., 180 pages, 1s. 6d. This edition having now been out of print more than twenty years, and the book being in constant demand, we present our readers with a summary of its argument, and quote a few passages.

The "Plea" contains 65 sections, the titles of which give a good idea of the ground over which the author travels. In the course of his argument Mr Ellis states and refutes fourteen objections to a Spelling Reform. The following are the heads of the sections, and the objections. (1)

Section 1. All alphabetic writing originally phonetic. 2. Loss of the phonetic idea in borrowed alphabets. 3. Origin of the alphabet, properly so called. 4. How should the English language be reduced to writing? 5. Phonetic shorthand, phonetic longhand, and phonetic printing. 6. An attempt to ascertain the meaning of the vowel symbols. 7. An attempt to ascertain the meaning of the consonant symbols. 8. Some account of the rules that have been compiled for using the English alphabet. 9. Digraphs. The alphabet contains more than 200 effective letters. 10. Mutes. 11. Evaluation of vowel and consonant combinations. 12. An attempt to calculate the chances of reading new words correctly. 13. An attempt to calculate the relative difficulties of reading and spelling. 14. Dr Johnson's orthographic difficulties. 15. The present orthography far from being fixed. 16. Orthographic facts (seen in the spelling of uneducated persons). 17. Orthographic fancies (the "Lebtor tough thea Eaditer auph this *Foughnotick Jolonal*," which forms the Shorthand tract No. 3). 18. The current and phonetic spelling compared. 19. Orthoeptic difficulties of the common orthography. 20. Origin of the phonetic movement in the difficulty of learning the pronunciation of unusual words. 21. The ordinary spelling a

1. In compiling this "Summary" we have ventured to omit the words *hetæric* and *hetæricism* where they are not necessary in a sentence, and in other cases to change them for the equivalent words, the *common* or *current* spelling. *Hetæric* is formed from the Greek *ἑτερος*, *other*, *opposite*, *different*, and was applied by the author of the "Plea" to the present style of spelling, as distinguished from phonetic spelling. The new word was not kindly received by the public, and from its superficial likeness to *heretic*, was commonly pronounced *hetæric* instead of *hetæric*, notwithstanding the accent is printed every time the word occurs in the "*Plea*."—Ed. *Phon. Jour.*

qar to education. 22. Phonetic spelling a help to education. 23. Recent phonetic changes in the orthographic systems of European languages. 24. Modern spelling an approximation to phonetic spelling. 25. Phonetic spelling a want of the age. 26. The disadvantages of the common orthography stated. 27. A summary of the preceding disadvantages. 28. A summary of the advantages of phonetic spelling. 29. Remarks on the same. 30. Incidental advantages of phonetic spelling. 31. Objections stated.

I. The Etymological Objection.—Section 32. The introducers of phonetic spelling have no wish to destroy the science of etymology. 33. Phonetic spelling will not destroy the etymological records contained in the current spelling. 34. Phonetics necessary to etymology. 35. "Orthography" no sure guide to etymology. 36. Very few Englishmen are capable of studying the etymologies of their own language. 37. Comparative value of etymological knowledge and phonetic spelling. 38. Summary of the preceding arguments advanced to prove the weakness of the etymological objection.

II. The Homonymical Objection.—Section 39. The real gain in the phonymical distinctions (as *bow=bo* and *bow*, *use=ys* and *qs*, *lead=lid* and *led*, *read=rid* and *red*) counterbalances the apparent loss in homonymical confusions. 40. The homonymical distinctions (*rit=write*, *rite*, *right*, *wright*) apply to such a small fraction of the English language, as to be ludicrously incomplete. 41. The homonymical objection is really an objection to the English language, and not to phonetic spelling.

III. The Pecuniary Objection.—Section 42. Benjamin Franklin's view of this objection (see Spelling Reform tract, No. 311). 43. Apparent extent of this objection. 44. The change in orthography will be very gradual. 45. The advance of knowledge requires the continual renewal of printed books. 46. Increased numbers of readers are continually requiring additions to our stock of books. 47. The present books will for ever remain as legible as they are now. 48. Summary of the preceding arguments for proving the weakness of the pecuniary objection.

IV. The Linguistic Objection.—Section 49. A change of orthography is not a change of language. 50. Phonetic spelling will tend to preserve the spoken English language.

V. The Conservative Objection.—Section 51. Literature is for eternity, and not for one generation of men.

VI. The Pronunciative Objection.—Section 52. Phonetic spelling the best instrument for producing that uniformity of pronunciation which is so desirable.

VII. The Double-Trouble Objection.—Section 53. The double-trouble of learning to read and write phonetically and to read the present books, is less than the single trouble of learning to read and write the common spelling.

VIII. The Strange-Appearance Objection.—Section 54. The strange appearance of the phonetic letters is due to their novelty.

IX. The Vocalistic Objection.—Section 55. It was necessary that an English alphabet should accord with English feelings. (This section defends the 1847 phonetic alphabet, in which "a" = *ah*, "e" = *ee*, as distinguished from the cosmopolitan and English phonetic alphabet adopted in 1852, in which "a" = *uh*, "e" = *eh*, "i" = *ee*).

X. The Book-Dearth Objection.—Section 56. The force of this objection diminishes daily.

XI. The Typical Objection. (The trouble of obtaining new types.)—Section 57. This objection is only temporary.

XII. The Phonetical Objection. (Various theories on a phonetic alphabet, and the representation of English phonetically, are held by different persons.)—Section 58. This objection can only be advanced after a study of works in which the theory of the phonetic alphabet is detailed.

XIII. The Inutility Objection.—Section 59. Utility is tested by the amount of good done to the majority, not to individuals.

XIV. The Partial Success Objection.—Section 60. A little is better than nought. 61. Encouragements for phonetic reformers. 62. The phonetic reform a popular movement. 63. A reverting convertor. 64. Klopstock on phonetic spelling. 65. Concluding appeal.

An appendix to the Plea contains ten Tables of letters, words, homonyms, polynoms, etc., substantiating the main argument advanced in the work.

EXTRACTS.

The numbers refer to the preceding Sections.

1. Those who will be at the pains to examine any *original alphabet*, such as the Sanscrit, the Phœnician, the Arabic, the Gothic, the Russian, or the Cherokee, will at once perceive that the fundamental idea which actuated their inventors, was, to create a set of symbols, sufficiently distinct in outline, and easy of formation, which should correspond with the elementary sounds of any particular language, in such a way that the sight of any combination of symbols should instantly recall the correspondent combination of elementary sounds, to one familiar with the language; and conversely, that the hearing of any combination of those elementary sounds which were considered in the invention of an alphabet, should instantly suggest to one who is familiar with its use, the correspondent combination of symbols. In other words, all original alphabets are essentially phonetic. Their inventors had no idea of forcing their symbols to represent the sound and something else besides, such as some grammatical or etymological fact. Their one thought was to produce the best phonetic representation of their language they could possibly furnish, and to this they made every other consideration yield.

2. But if we turn from the original to the borrowed alphabets, we soon get involved in a labyrinth of technicalities and expedients, out of which it requires a Theséan clue to lead us. The orthography of the Greek and Latin is comparatively simple, and yet what man so bold as to venture upon uttering a decisive opinion upon the real pronunciation of these languages? It was bad enough to transplant the Roman alphabet into Germany, but it fared better there with an unmixed, or nearly unmixed language, than when taken up by the French and English. The last stage of alphabetical insanity was reached in the English alphabet, an insanity which consists in the monomania, that alphabetical writing is so far from being essentially phonetical, that any attempt to make it so would—destroy the language it represented! Snatchings after etymology, and hankerings after grammatical insinuations, mixed up with some faint and almost hopeless leanings towards phonetics, have at length reduced the English orthography to such a frightful condition that those who employ it have actually ceased to acknowledge the phonetic principle of alphabetical writing. We speak of the most rational patronizers of the quaint, harlequin jacket which our words are made to wear; there are some wild enough to assert that our mode of writing actually does express the sounds of the words, as well as their etymologies and grammatical relations. It is refreshing, after meeting with such *deluded individuals*, to encounter others who own to exceptions in

this assertion, although they add that our orthography expresses "as much of all these," that is, as much of the sound, the etymology, and the grammar, "*as is necessary.*" Nay, we would add, a great deal more than is necessary, if it expresses anything of the etymology and grammar which is not already conveyed by the sound; and a great deal less than is necessary, if it sacrifices one whisper of the sound to the most learned grammatical or etymological whimsey.

3. The idea of the Phœnician alphabet was extremely ingenious, but its execution was very rude, as no attempt was made to distinguish the vowels, the letters *dlef*, *yód*, *waw*, being as real consonants as any other letters. That such an alphabet was very ill-suited to satisfy the wants of so highly vocal a language as the Greek, is self-evident; but besides this, it contains many consonants of which the Greeks had no conception, for the Hebrew and Phœnician tongue belonged to a class of languages most strangely diverse from the Indo-European, of which the Greek is a member. The primary cause of the confusion in the present European alphabets, and the English among the rest, must therefore be traced to the adoption of the Phœnician alphabet by the Greeks. Another cause is, the want of invention displayed by Europeans in a matter where their Indian brethren have proved themselves so fertile.

4. Let us suppose that the English were an unwritten language—and that it is so in fact, will be clear to anyone who acknowledges, what we shall shortly proceed to prove, that our present orthography is no representation of the sounds we utter—and that some benevolent missionaries came to reduce it to writing. What would they aim at? The three following points would most probably engage their chief attention:—

(1). To analyze the sounds they heard into their component elements, and to supply these with symbols, in such a manner *that the same combination of sounds should, under the same circumstances, be always represented by the same combination of symbols, and that the same combination of symbols should, under the same circumstances, always represent the same combination of sounds.*

(2). To choose such forms for their symbols as would make writing easy, pleasant, and rapid; keeping pace, when necessary, with speech—for our missionaries would recognize the necessity of reporting orations.

(3). To choose such forms for their symbols as would suit the requirements of the printing-office,—the fount of the stream of knowledge.

They would soon find that the last two objects were incompatible as long as they resolved to employ the same series of symbols in both cases. Writing requires symbols which are readily joined; printing, those which are kept clear and distinct from one another. Hence our missionaries would perceive that as the series of symbols required would be very small, (about forty in number,) it

might be worth while to have two forms for each, one adapted to writing, and the other to printing. They would thus arrive at a writing and a printing alphabet, both founded on a phonetic analysis of the language.

5. What we have supposed our missionaries to attempt has in these latter days been accomplished by the joint efforts of Mr Isaac Pitman, of Bath, and the author of this "Plea." The history of the invention of these alphabets, especially of the printing alphabet, has been given at great length in the *Phonetic Journal* for Jan., 1848, "On the Origin and Use of the English Phonetic Alphabet." So many persons have taken part in bringing the alphabet to its present state of perfection, that it is impossible to name anyone as the sole inventor. To Mr Isaac Pitman, of Bath, unquestionably belongs the merit of the idea, and of the practical form in which a phonetic system of spelling was so cleverly clothed, even in the earliest editions of his system of Phonography, the success of which alone could have paved the way for the introduction of phonetic printing. The first form of the phonetic printing alphabet, and the determination to use a variation of the Roman alphabet, are also entirely his; but most of the letters were invented, and the theory of their use laid down in conjunction with the editor, (Mr A. J. Ellis,) who had occupied himself with phonetic investigations and attempts at forming a universal alphabet for several years before he had heard of Mr Pitman's labors on the same ground, and who has taken an active part in all the experiments and investigations made since August, 1843, when accident first made him acquainted with Phonography. Although the phonetic printing alphabet may, with great justice, be called the joint invention of Isaac Pitman and Alexander John Ellis, yet, as great inventions take their name from those who first started and gave a practical form to the idea, even though the completion of their inventions may have been wholly or partially the work of others, *future generations must look up to Isaac Pitman, the inventor of phonetic shorthand, as the father of English phonetic spelling.* (2)

9. The present alphabet, considered as the groundwork of a sys-

2. Soon after the second edition of the "Plea" was published, the phonetic printing alphabet was seen to be capable of further improvement. The 1847 types "t, d" were not approved of, and the use of "a" or "q" as *a* and *q* was especially objectionable. Whenever "a" occurred before a consonant it suggested the *at*, instead of the *ait* (*e*) sound. Experiments for the improvement of "t, d" were commenced in the *Journal* for July, 1851. In the following September, "d," suggested and paid for by Mr H. U. Jansen, of Exeter, was adopted instead of "d." The vowel representation was changed from the "q, a, z" to the "s, z, i" basis in January, 1852 ("a" was at first used; "s" was introduced in November, 1855); in March, 1866, after fifteen years' trial of various new forms, "f" was adopted in place of "t;" and the vowel of *son*, *but*, was satisfactorily settled in the "z" form in May, 1870. Since that time there has not been any further suggestion offered for the improvement of the printing alphabet. In the course of the experiments in printing with new forms of type, made in the long interval between the use of the "1847 phonetic alphabet" and the year 1870, eighty-eight new

tem of orthography in which the phonetic principle prevails, is an entire failure. It is defective in means for representing several sounds, and the symbols it employs are used in such various senses, that the mind of the reader becomes perplexed.

We have hitherto considered the alphabet as only consisting of 26 letters, but we have continually had to refer to digraphs. "When several letters are used to express what might and should be expressed by one letter, the combination is called a *digraph*." These digraphs must then be looked upon as single letters quite as much as the single letters themselves; for they have not the value of a combination of letters, but of one letter. Viewed in this light, the English alphabet will be found to consist, not of 26 letters only, but of more than 200! that is to say, there are more than 200 combinations, each of which has, at times, the same signification as one of our phonetic letters, and each of which must, therefore, be separately observed and noted by the reader. This would be, comparatively, easy enough, if this were all: but the trouble is, that almost every one of these 200 symbols varies its meaning at times, so that, after having learned one meaning for each of them, the reader has not learned all their meanings; and having learned all their meanings, the reader has no means of knowing which one he is to apply at any time. These assertions are so extraordinary, that they require to be strictly proved. We shall proceed to do so, in a tabular form, for the convenience of reference, and we shall then draw some conclusions which will serve to put the perverse ingenuity of English orthographers in a still stronger light. [The number of letters, or symbols, is really about 110. In the higher number Mr Ellis included combinations that occur in anomalous *single words*: the lower number represents the 26 single letters and the combinations that occur in *classes of words*.]

16. Those who have read much, and have, therefore, constantly been in the habit of seeing words spelled with correctness, are, of course, less likely to make mistakes than those who read by fits and snatches only; but even the great reader is seldom an accurate speller unless he has also great practice in writing. How many lads of good education, and of 14 to 18 years of age, who have read many a long book, many a novel or newspaper, commit the most shocking blunders in orthography! An orthographical blunder is, indeed, in some cases, considered a blot upon a person's character, and there are many who would more willingly own the acquaintance of a man of the most immoral and libertine habits,

forms of letters were cut and cast by Messrs V. and J. Figgins, London, and used in the *Phonetic Journal*. Some of these letters were produced in Roman and Italic, and in several fonts or sizes, and some of them were used for many years, and then replaced by superior forms. The number of new letters cut and employed in the *Phon. Jour.* during these nineteen years of experiments, was 288, the expense of which, at 15s. a punch, and 21s. on the rise of labor in 1866, was borne by the editor, with the exception of three punches paid for by Rev. Wells Whitford, Prof. Candy and Mr Nichols.

a drunkard, a spendthrift, and a profligate, than that of one who, for example, spelled "*physician* with an *f*," like Lord Loggerhead in the play; for immorality and badness of character seldom exclude a *gentleman* from good society, provided he do not cheat at play, swindle at races, tell notorious lies, or show the white feather; but a man that spelled very differently from common custom, not out of an orthographical whim, but out of real ignorance, would not be tolerated for one moment. And this is, indeed, the principal motive which actuates the greater part of our writers to acquire a habit of correct orthography, in order that they may not "*anownas there oan wont ov eduecaishun.*" But there are many poor fellows who would gladly write intelligibly, and are most cruelly hampered by our present lawless spelling. A grain of truth is worth a pound of invention; but, as both may be of advantage in proving the point at issue, we shall first present specimens of helpless truth, and then one of ingenious invention. The following is a true and correct transcript of some items in a bill sent in by a poor shoemaker, for services rendered and goods supplied to his sick wife.

<i>suzon on Wheak Waittin</i> (Susan one week waiting)	1 <i>Boottol of custeroyl</i> (Wick you send for to tak With win (one bottle of castor-oil, which' you sent for to take with wine)
1 <i>pound of Eushlits</i> (rush-lights)	2 <i>fowles</i> (fowls)
2 <i>pouns of suger</i>	1 <i>Rabit</i> (rabbit)
half <i>pound of Rize</i> (rice)	3 <i>penney cakes</i> (penny cakes)
4 <i>penney Whorth of Bickets</i> (biscuits)	<i>suzon one Wheak Whaittin</i>
<i>harrarut</i> (arrowroot)	1 <i>Ounc of Tea</i> (ounce of tea)
2 <i>small loaves of Bred</i> (loaves of bread)	1 <i>Bottol of portier</i> (bottle of porter)
3 <i>penney Worth of Eggs</i>	<i>suzon one Wheak atindeno</i> (Susan one week attendance)
1 <i>Nut mey</i> (nutmeg)	
1 <i>fowl</i> (fowl)	
<i>suzon 1 Wheak Whaittin</i>	

We have been also favored by a correspondent with the following literatim copy of a letter from a Poor Law Guardian, a man who therefore holds a responsible office, and from whom we are entitled to expect something better than from the poor fellow who committed the above mistakes.

Feb'y. The 4 Mr. P—

I hav rought toe you A Bought this man is name is Jobe Lear he as Been-ing living in Hodford for this last twenty years hor more & has tell mee that he as Been-ing living in Birkenhead for this last 3 yers and hour town men Dous not think that hee bee long to hus. I Ham

Your Troule

J. H. E.

We may smile at the one man's "*loves of Bred*," and at the strange way that the other has gone *A Bought* orthography; but is it not lamentable to think that in these comparatively enlightened days we should permit an orthography to exist which could admit of the perpetration of such monstrosities? With a phonetic orthography, indeed, these poor fellows might not have spelled correctly, as, probably, neither of them pronounced correctly, but there is every reason to suppose that if they had all their life been accustomed to a phonetic orthography, they would have learned "

school to amend their pronunciation in some degree, and thus have derived an additional and incidental benefit from learning to read.

But the writing of English surnames presents one of the best fields for varieties of spelling. Everyone who could write, had often to write his name, and this he did to the best of his ability, using the common alphabet according to its analogies, so far as he was acquainted with them, and when he came to a difficulty, bridging it over as well as he could, phonetically or otherwise, troubling himself but little as to whether the spelling could be "justified" or not by some established orthography, for his practice of reading was far too slight to store his memory with a sufficiency of examples for so troublesome a process. Hence we find such extravagancies as are related in the following extracts.

"What system or method could be hoped for at a time when there prevailed a strange discrepancy in the very names of persons, so variously written not only by their friends, but by their owners? Lord *Burleigh*, when Secretary of State, daily signing dispatches with the favorite *Leicester*, yet spelled his name *Lecester*; and Leicester himself has subscribed his own name eight different ways. At that period down to a much later, everyone seems to have been at a loss to write their own names. The name *Villers* is spelled fourteen different ways in the deeds of that family. The simple dissyllabic but illustrious name of *Percy*, the Bishop found in family documents, they had contrived to write in fifteen different ways." (B. D'Israeli's "Amenities of Literature.")

Again, "Doctor Chandler noticed the name of *Waynflete* in seventeen modes of orthography; and Dugdale, in his manuscript collections concerning the family of *Mainwaring* of *Peover*, county Chester, has the extraordinary number of 131 variations of that single name, all drawn from authorised documents." (A. Lower's "History of English Surnames.")

Finally, Mr Halliwell, in consequence of the controversy which even now prevails, as to how the name of our great dramatic poet should be written, whether *Shakespeare*, *Shakspeare*, *Shakspear*, or *Shakspere*, (the last being Mr Knight's plan, which is coming into general use,) has taken the trouble to collect the various orthographies which the different members of the poet's family employed on different occasions. The following list, with which his researches have furnished us, is very instructive as to the capabilities of the English alphabet to indulge the tastes of those who hold that "variety is charming."

Chacsper	Shackspeare	Shaksipere	Shaxkspere
Saxpere	Shackspere	Shakspeare	Shakyspere
Saxspere	Shackspire	Shakspere	Shakysper
Sohackspeare	Shagspere	Shaksper	Shaxper
Sohakspeare	Shakespere	Shakspeyr	Shaxpere
Sohakspeire	Shakespear	Shakuspeare	Shaxspere
Sohaksperere	Shakespeere	Shaxeper	Shaxsper
Shaksperere	Shakespere	Sharkespere	Shaxypere
Shakspeare	Shakespoyre		

[As an example of "ingenious invention" the author then copies Dr Gregory's celebrated Lebtor, (Phonetic tract, No. 3,) as a specimen of "orthography run mad."]

19. We had already arrived at the remarkable conclusion, that

"No Englishman can tell with certainty how to pronounce any word which he has only seen written, and has not heard spoken."

We have now had abundant proof of the correctness of the assertion, that

"No Englishman can tell with certainty how to spell a word which he has only heard spoken, and never seen written."

It is such conclusions as these which force upon us a conviction that *Reform is Necessary*: and as we are not speculative philosophers who amuse ourselves in our cabinets with propounding Utopias which the world can never realize, but practical men, and seriously in earnest, devoting our whole time and thought, and risking our property, to bring about a reform in our orthography; since we are, moreover, impressed with a strong feeling of the vast importance of our cause, which we conceive to be not less pregnant with results to the reading world than the invention of printing itself, and to be the cause of truth, justice, and humanity; and as this feeling is shared by many others, fellow-workers in the same cause, *we feel that there is a moral certainty of this Reform actually taking place.*

It seemed a little thing to cut a solid wooden block, on which letters were carved, into smaller fragments, each of which contained a letter; yet herein lay the whole secret of printing with moveable types, the results of which are so well known. It may seem a little thing to introduce 17 [15, *oi* and *ou* not being now represented with single letters] new letters into an alphabet, and reject 3 from it; but hereby we obtain the power of converting every word in our language from a riddle into intelligible speech. On the common system, the student must commit to memory above 200 letters and groups of letters, each with various meanings, and must study the circumstances under which the meanings change, a task of such superhuman difficulty, that he prefers learning the absolute invariable meaning of each of the 90,000 individual symbols by which our language of 90,000 words is written, or of as many of them as he may find necessary for his purposes;—comparatively invariable, we should have said, for there is a large number of written words which are of doubtful pronunciation; not to mention the acknowledged Polynoms, or words which are differently pronounced in different senses.

20. It is interesting to know that the movement we are now advocating, took its rise from the fact that it is impossible to learn the pronunciation of our language from its representation in books. "When I was about 17 years of age," says Mr Pitman, in his speech at the Ipswich Phonographic Soirée, held 14th May, 1845, "*I had read most of our standard English authors, and had a*

tolerable acquaintance with the language as it exists in books, but I had not enjoyed the opportunity of hearing it *spoken*. The language of every-day life consists of but few words, and at the pronunciation of all the rest I was obliged to *guess*, or turn them out in a pronouncing dictionary. I thought it would be less trouble to read the dictionary through, and copy out the words that I was accustomed mentally to mispronounce; for I had, of course, some idea of the sounds of the letters and the position of the accent in each word. I saw, too, that by this plan I should secure other words that I had not happened to meet with in the course of my reading. When my task was finished, I had a list of two or three thousands words that I had not simply to learn the pronunciation of—this would have been an easy task—but I had to unlearn the false mode in which I had been used to utter them to myself while reading. I must account for my extreme ignorance in this respect, by observing that I had enjoyed only the education of a National school, from which I was taken, I think, at about the age of 12, and became clerk in the establishment of a clothier in the West of England, where my father was manager. These columns of words I read over and over again, both tacitly and aloud, until I was well acquainted with them. About a year afterwards, I commenced the practice of shorthand, and have continued it to the present time, a period of fifteen years. I read through ‘Walker’ again for the same purpose about four years after, and particularly studied the ‘Principles of English Pronunciation’ prefixed to the Dictionary, and the ‘Key to the Pronunciation of Classical and Scripture Proper Names.’ Both of these parts of the book I read several times. This perusal of Walker I must consider as the commencement of my phonographic career, though the name of ‘Phonography’ was not thought of till many years after. By this means I obtained some acquaintance with the alphabet of the spoken language, which, as we all know, is quite different from the alphabet of the written language.” Few have the patient industry of Isaac Pitman, as evinced in this perusal of Walker’s Dictionary, this extracting of mispronounced words, and their careful study; and *none should be forced* to acquire a knowledge of their own language by such painful processes. It is unjust to waste their time and intellectual strength over such letter-grubbing, when we have the power to exhibit the proper sound of each word at a glance. But if a talented youth like Isaac Pitman, who had already read the works of our best authors, was obliged to make himself acquainted with the sounds of the words he had so frequently seen, by a process so laborious, because circumstances did not throw him in the way of persons who spoke these words, what must be the state of those many thousands, who, without his talent and perseverance, and with no more opportunities of learning words than he had, pore over the hieroglyphics of our written language? Should we say that that German could read English, who spoke of the “Society of Was-

ful Knowledge," although he might have perfectly understood an English book when he saw it? True, as far as acquiring information for himself, he could read English, as well as we in England read Latin. But would an ancient Roman have been satisfied with hearing his own child read Latin as we do? or should we be satisfied if our children read English like this German? We cannot read our own language *properly* unless we are able to give the sounds of every word in it the moment that the symbol for that sound is presented to the eye, without any intermediate thought or reflection; and we are not able to read it *at all* if we cannot supply the sound after having fully examined the several elements of which the symbol is composed.

27. We have been led [in Section 26] into so many observations on the above disadvantages of the current spelling, that it may be clearer to resume them in few words, as follows:—

- (1.) The present spelling renders reading very difficult.
- (2.) It renders writing still more so.
- (3.) It necessitates every student to learn the spelling and pronunciation of every word in the language individually.
- (4.) It renders the task of learning to read hateful, unpleasant, and slow.
- (5.) It is consequently one of the great causes of the general prevalence of ignorance among the English people at the present day.
- (6.) It occasions great difficulties to those who endeavor to reduce unwritten languages to writing, and obscures the names of persons and places.
- (7.) It disables us from ascertaining the real condition of our spoken language, even a few hundred years back.
- (8.) It is a great obstacle to the universality of our language, and its general use among foreigners.

28. The advantages of our phonetic system might be almost summed up by taking the exact converse of each of the above propositions.

- (1.) Phonetic Spelling will render reading easy.
- (2.) It will render spelling easy.
- (3.) It enables the student as soon as he has learned the phonetic alphabet thoroughly, to spell any word with the same accuracy that he can pronounce it.
- (4.) It renders the task of learning to read delightful to teacher and learner, and rapid of performance.
- (5.) It will consequently tend to remove the present ignorance of the people, by opening to them a ready means for acquiring knowledge.
- (6.) It will render the business of reducing unwritten languages to a written form, sure and easy.
- (7.) It will be of essential service to the student of languages, in shewing him the exact state of a language at a given time.
- (8.) It will tend most effectually to the general diffusion of our

language among foreigners, and may complete the numerous claims which our idiom can already advance, to be used as a universal medium of communication between nation and nation.

31. We have now stated our case against the present spelling, and in favor of Phonetic spelling. But it is not to be expected that such great and important changes should be suffered to go on without one word of objection or remonstrance from those who have so long lived in the atmosphere of the current spelling, who have almost looked upon it as a part of our language, and who are likely to cling to it as the only means of preserving the English idiom, until they imagine that the alteration we propose would amount to a virtual "*abrogation*" of our spoken language. These contend that the present spelling has its advantages too, and, in consequence, object strongly to the introduction of phonetic spelling. The most plausible and frequently repeated objections which we have hitherto heard advanced against phonetic spelling, are the following:—[the fourteen objections mentioned in the Table of Contents, page 2, are here stated more at length than in the Contents.]

32. Although we feel that there is little of practical value that can be added to the pithy remarks of Dr Franklin [see Tract No. 311], yet we should seem perhaps to be slighting our opposers too much by dismissing their arguments so summarily. They would look upon us, perhaps, as ignorant of etymology and language, and therefore, in their judgment entirely incapable of properly entertaining the question, while we sought to screen our impotence under the shade of a great and justly honored name. This is not the case. From the peculiar circumstances of our position, then, we may be perhaps excused for descending to such personal information as the following, which we believe should be given to prevent any misconception with regard to our intent in the line of argument which we shall adopt in reply to this etymological objection. Etymology is one of our own favorite studies. We have been amusing ourselves with it for years, and making collections with the hope of one day being able to put together a work, which may have some pretension to completeness, on the etymologies of our own language, and its connection with its sister dialects. To trace the grammatical and etymological relations of words and phrases, is to us so great a pleasure, that we should be sorry by any act of our own to throw impediments in the way of those engaged in like pursuits; and had we imagined that the introduction of phonetic printing were likely to "destroy," or even "obscure," our etymologies, we should have been loath to introduce it; although we own, that as the eminent services which phonetic spelling appeared likely to render to humanity opened more and more upon us, we felt, that, had we to choose between *expunging* all the records of our etymologies which at present *exist*, and forwarding the interests of the great boon to mankind for which we are now pleading, we should have had no hesitation in

making our choice. The few must yield to the many. Millions must not be kept in ignorance in order that hundreds may indulge in one of the pleasures of science.

33. Happily it admits of demonstration, that the phonetic spelling, so far from being a hindrance to etymology, is its only sure and safe guide; that without it, or an equivalent knowledge of pronunciation, all the labors of etymologists would be in vain. It will be granted at once, that had no language been written phonetically, it would have been impossible to trace the changes of words, in passing from an original to a derived language; and it is only in so far as we know, or can evolve, the pronounced sounds of languages, which are in fact the languages themselves, that we can discover their relations. The science of etymology is built, in the first instance, upon the science of phonetics. The laws by which words change, are the laws of the phonetic relations of sounds. We cannot conceive a change being made in a word on adopting it into a new language, or on being altered within the same language in the course of time, which has not a phonetic reason at the base of it. Languages were spoken, degenerated, split into dialects, or arose from the mixture of dialects, entirely independently of their written forms. The mass of the people could not write, and could not read, when the English arose from the fusion of the Norman and Saxon dialects. The people who spoke English were the illiterate and the unlearned; their language was not "gentle" enough for poetry, learned enough for prose, or determinate enough for law: French and Latin were still the languages of the poet and scholar. And when it arose into importance, and demanded to be heard, it had no proper orthography. A mode of spelling it had to be invented. Each scribe—used to write Latin and French, may be, or taught by those who used one or both of these languages, as the priests and monks—tortured his brains to reduce this rude, rough dialect to writing, with the help of the letters then employed for the courtly French; and the result was, a variety and incongruity of spelling most puzzling to both writer and reader.

38. What we have said amounts to this. As etymology deals with words, it cannot be properly pursued until these words are made evident by a phonetic dress. The present spelling was not constructed with a view to the preservation of etymology; and when it was modernized, most of the supposed indications of etymology were unhesitatingly sacrificed; probably no thought was bestowed upon them. Such assistance, however, as the present spelling does afford to etymologists, will still remain in the immense piles of books already in existence: a thousand pounds would purchase all the copies of all the printed books which it would be necessary to preserve for this purpose. The phonetic orthography is an additional help, instead of hindrance, to the etymologist. The present spelling not only does not exhibit the etymology clearly in all cases, but it misleads in a very gross

number of instances, and is thoroughly inconsistent with itself. The number of persons who could benefit by the etymology of each word being clearly exhibited in spelling, does not amount to so much as one in sixteen hundred, while the advantages of phonetic spelling are of the greatest importance to all. The results of etymology possess only a scientific, and not a practical interest: indeed, an attempt to deduce the meaning of words from their etymology, would often lead to egregious mistakes.

From these arguments we draw the two following conclusions:

First, that the assertion, that phonetic spelling would destroy or obscure our etymologies, is made in ignorance or forgetfulness of the mutual relations of the sciences of phonetics and etymology, and is entirely incorrect.

Secondly, that if the above assertion were quite correct, it would still be a greater benefit to mankind to forget etymology, and possess a phonetic orthography, than to have a thorough acquaintance with etymology, and labor under the evils of the present spelling.

In these arguments, however, we have been attempting what no one has any right to require at our hands—to prove a negative. We have made the attempt, in consequence of the numerous applications we have received, to furnish the friends of the phonetic movement with a means of rebutting the assertion, that phonetic spelling would destroy etymology; from which assertion it is so hastily concluded, that phonetic spelling would be a great evil, instead of the great blessing which those who advocate it justly proclaim it to be. We repeat, that the etymological objection is as yet a mere assertion. We have not heard any argument whatever advanced to prove its correctness; and we do not think that any argument could be advanced, which would bear the slightest examination. Those who make the assertion are practically ignorant of the difference between the current and phonetic spelling; and it would be necessary for them to shew, by parallel passages in both styles of spelling, first, that the old style preserves, and secondly, that the new style obscures, the etymologies of words; and thirdly, that the preservation or obscurity is of sufficient importance, in either case, to constitute an argument in favor of one, or to the prejudice of the other. We believe that our own position qualifies us, *for the present*, to judge of the merits of this question better than any other person in England; and it is our firm conviction, that no argument against phonetic spelling can be derived from a consideration of its effect on etymology; nay, more, it is also, for the reasons stated in section 33, our firm conviction, that the cause of English etymology could not be better advanced than by the introduction of a phonetic style of spelling. Should any etymologist read these remarks, and remain of a different opinion from ourselves, we should be anxious to learn the reasons which determine his conclusion, in order that we may have an opportunity, with which we have hitherto been unable to meet,

of studying arguments in support of an objection which at present appears to us as inconsiderate as unfounded.

62. It will be seen, then, that the Phonetic Reform is not a mere theory, not a philosophic speculation of what *may be*: *it exists*; it has "taken root downwards, and bears fruit upwards;" and now, all we want is additional laborers in the orchard, to pluck the ripe fruit and distribute it to the hungry many. Although we lay our "Plea" before the world, to convince it of the reasonableness of our claims, and the great public advantage of granting them, we do not imply that it has a voice in refusing them. The claims have been acknowledged by many out of that section of the people which is interested in their being established; and by their means the Archimedean fulcrum has been gained, from which the world will be moved. We know well that it is not the literary man and the scholar who can force his abstract conclusions upon the public. He must have clothed them in the garb of practical application, before they can, or will be, listened to. But if, among the people themselves, a new and true idea arises, then, not having to overcome the prejudices of the ignorant, but having only to appeal to the knowledge and enlightened intellects of the well-informed, success is no longer problematical; it is an accomplished fact. It has often surprised the learned commentators on the Christian religion, that a number of humble fishermen should have produced such a revolution in the religious belief of the world; but, with due deference, we would suggest that this very humbleness of origin was one of the elements of success. A number of men out of the people, fully in earnest, and speaking to the people as a portion of themselves, were more likely to affect their hearts and feelings, and to make Christianity general, by working upwards from the hovel to the palace, than the philosopher, detailing his speculations in the school, or the emperor, who required a change of religion, not from conviction, but from obedience. We hope that none will accuse us of irreverence in applying this historical fact to other cases. It is, indeed, an acknowledged political fact of the present day, that no great measure can be withheld or carried without the sympathies of the people having been enlisted. Governments rise and fall; changes take place in the most cherished privileges of the wealthy classes, when the feelings of the people are thoroughly aroused to a sense that it must be so. The Anti-Corn-Law League addressed its arguments, and sent its apostles, its lecturers and teachers, its books and pamphlets, to the people, to those whose interests they were advancing. But if this is true in a political cause, it is much more the case in an educational cause. Legislators may plan, and theorists propose; but if the result of their deliberations is something which does not please the people, it will not be accepted by them, however reasonable it may be proved to be, to the satisfaction of the learned. But a truth on education, which grows up among the people themselves, is jealously watched and affection-

ately tended by thousands of eyes and hands, and must force itself, through the mere momentum of truth put in motion by popular feeling, over every obstacle that antiquarian prejudices or "vested interests," those bugbears of legislation, can venture to oppose. This *has been* the history of the triumph of the English over the Norman language in England; and this *will be* the history of the triumph of phonetic over the old spelling.

65. Our *Plea* is pled. We stand before a Jury of Teachers: our Judges, are Educationalists; our Audience, the People of Great Britain. Mothers and Schoolmasters of England! ye who know the misery to both Teacher and Taught, which the present spelling almost invariably foment! Elevators of our Species! ye who know the awful amount of ignorance that prevails, and the inseparable connection which has been proved to exist between ignorance and crime! to You we appeal, in full confidence of a ready and favorable hearing. Add your voice to that of the Suffering People, that they may the more speedily and happily attain that ease in acquiring the rudiments of knowledge, which, now that they know the means of procuring it, can only be delayed, and not withheld. And may we all live to see this "consummation devoutly to be wished!"

48-0501—0126—0111.

[Of the numerical cypher with which the book closes, we cannot speak with certainty as to details, having to draw on memory for the facts after the lapse of thirty years, but we think the *result* is correct, namely, that this cypher points out the remarkable fact—almost as marvelous a feat in Literature as Handel's composing the "Messiah" in twenty-one days was in Music—that Mr Ellis wrote this "Plea" in shorthand in eleven days. The book was set up in type from this shorthand copy by a compositor bearing the same surname as the author,—Alfred Ellis, now a substantial yeoman in Australia or Victoria; and the overseer of the printing office was also named Ellis. The result of eleven days is, we think, deduced from the cypher thus:—the first two figures denote the year when the book was written—1848. Noughts go for nothing. The first figure in the second and third series denotes the month—January. The figures after the decimal point in the first series are read forward, and the last two in the second series are read backward; 51 from 62 leaves 11 days—the last two figures in the third series. Both in the case of the Oratorio and the "Plea," the work was, of course, mentally wrought out in outline before commencing the manual labor of composition. —*Ed. Phonetic Journal.*]

PHONETIC SPELLING.

*A Paper read by Mr George D. Broomell of the Central High School,
before the Principals' Association, Chicago, U.S.A.*

Four methods of written language are conceivable: first, the Ideographic; second, the Word method; third, the Syllabic; and fourth, the Phonetic. Omitting all reference to the history of these several methods, and the respective merits and disadvantages of the first three, I pass directly to the fourth,—that is, the presentation of language to the eye by representing the sounds heard in speech. This is unquestionably the true method for general use, and nothing that could properly be termed a literature could exist without it. I need not say that, speaking in general terms, our method is phonetic; but it is my purpose to show that the phonetic principle is very imperfectly and unskillfully applied. The principle is very simple, and, correctly carried out, would require, first, a careful analysis of the sounds heard in speech; second, a character or letter for each sound; and third, that each sound should be represented by its own proper letter under all circumstances. With such a system, to write or print a word it would only be necessary to place the letters in the order heard in speech, and the thing is done, and always correctly, provided the writer pronounces correctly. There would be no room for mistake. Had we a truly phonetic system the labor of learning to spell would entirely disappear. Anyone acquainted with the alphabet could spell any word that he could pronounce. How do the facts now contrast with this pleasing conception? Our children spell their way laboriously, carefully, tearfully, many times, through the eight grades of the primary and grammar schools, completing something every here and there, but never the spelling. Entering the High Schools, they find it there in every year of the course—twelve years for the course in spelling—spelling everywhere and everywhen; spelling oral and written; spelling singly and in classes; spelling solo and in concert; spelling from card and from speller; spelling from readers First, Second, Third, Fourth, and Fifth; spelling from text-books in arithmetic, grammar, geography, and history; and, in addition to all this, long lists of selected words are placed upon the blackboards for no other purpose than that their spelling may be memorized. Then, after leaving school, there must needs be an occasional revival of the old-fashioned spelling school, in which the participants spell at a mark or prize, to stimulate to further study in the orthographic art.

And what is the result of all this? Not perfection surely. What proportion of even the well educated can write for an hour without a lexicon at hand, and make sure that every word will

stand the test of a critic's eye? Who does not know that I might pronounce even to this audience, composed of those whose lives are given to learning and to teaching, a list of 100 words, neither unusual nor difficult of utterance, wherein the probability of a single one spelling the entire list, according to the standards, would be exceedingly small? Recall how it was in those spelling-matches. It was only a question of time as to the best speller suffering defeat. The contest was simply as to who should hold out longest. Now, what does this mean? What but that nobody can spell all words correctly,—that is, according to recognized standards? The following estimate made by another (Mr Medill) some years ago probably fairly represents the facts as to orthographic proficiency. Out of every 1,000 adults, promiscuously selected:

Number who can neither read nor spell	...	...	...	50
Can spell easy words and read a little	...	...	...	100
Can read tolerably well, but misspell common words	...	...	...	250
Misspell most long or hard words	...	...	...	300
Misspell hard words quite frequently	...	...	...	200
Pass for pretty good spellers	...	...	...	70
Can properly be called good spellers	...	...	...	25
Can spell almost any word	...	...	...	5
Can spell every word	...	...	...	0
Total	...	...	...	1,000

This estimate is for the Northern States, after a century of free schools. Everyone knows that in the South the case is far worse.

The difficulty of acquiring an approximate mastery of spelling was well illustrated in a brief conversation I had some time ago with a gentleman of much learning, who is at the same time one of the best spellers of my acquaintance, and one of the strongest opponents of my views on this subject. He was speaking in a somewhat satirical way of the inability of many well-informed persons to spell well. I said to him: "You have an exceptionally retentive memory, and I do not think you fairly appreciate the difficulty the average mind experiences in this matter." "Memory!" he replied, "It is not memory, it is work. I will venture to say that I have spent ten times as much time on spelling as you have." Comment is unnecessary, except to assure you on my honor, as a man and a teacher, that I have spent considerable, if not more.

Let us now inquire definitely, Why this difficulty and this want of success? We have seen that a truly phonetic system requires as many characters or letters as there are sounds heard in speech. In the English language forty-one or forty-two sounds are used, [including two *æ* and two *æ*, perhaps, together with *ou* and *of*] but in our alphabet are only twenty-six letters, and three of these are redundant (*c* hard is *k*, *c* soft is *s*, *q* is *k*, and *x* is *k*). Twenty-three letters, then, are all we have for over forty sounds. At

least eighteen sounds are without signs, and to get themselves before the eye they must borrow those of others. Great less and confusion necessarily result. Still, a tolerable approximation to a correct representation of the language might be made with this alphabet by assigning two sounds to the same letter as far as necessary, leaving the reader to determine by its connection in use which was intended by the writer; or, better still, perhaps, by assigning certain digraphs to the unrepresented sounds. In this way our written language might be made nearly enough phonetic to answer very well all practical purposes. If each letter, and each combination taking the place of a letter, always stood for the same sound, a few simple rules would render our spelling easy and natural.

But, instead of this being the case, not only is every sound that has no letter of its own represented in several different ways, but every sound that has its letter is perpetually getting itself represented by other letters, and by all manner of combinations. For instance, we find the sound of *o* represented in each of the following ways: *flow, oh! owe, folks, old, boat, foe, soul, door, depot, Cologne, sew, though, provost, ghost, yeoman, beau, Esquimaux, sword, haut-boy, Pharaoh.* The sound of long *e* we find spelled thus: *me, see, eat, conceit, people, key, demesne, machine, grievé, Cæsar, phœnix, mosquito, receipt, quay.*

These illustrations are not selected because they are the worst. All the vowels are "surpassing rich" in the number of dresses in which they are permitted to appear in public. I might give you at least seventeen different spellings of long *a*; nine of short *a*; ten of what is called Italian *a*; thirteen of broad *a*; ten of long *i*; twenty-one of short *i*; seventeen of short *e*; and so on through the entire list of vowel sounds. In no case do I know or even suppose that my observation has covered the entire list; and I have not in any case included in my enumeration those spellings in which a final *e* is supposed to aid in the spelling of a sound in the middle of the word or last syllable, as in such words as *home, fate, pine, leave, believe,* etc. This would add a large percentage to the numbers given.

With the consonant sounds the case is not quite so bad as with the vowels, but its badness ought to satisfy the most ardent lover of anarchy. Those who have examined this matter carefully say that the number of different combinations, with the single letters, used in the spelling of single sounds, exceeds 300. My own observation has covered about 250. Think of it! An alphabet of 300 characters! But this does not half tell the story; for almost every letter and combination represents more than one sound, and many of them a half-dozen or more. Witness the behavior of *th* in the words *year, year; heat, head, heart; earth, guinea*; of *o* in *mote, move, not, son*; of *i* in *mild, pin, police, bird*; of *a* in *faber, far, fall, fare, altar.*

In fact, our spelling is perfectly lawless. The moment we try to reduce it to rule we find the exceptions so numerous that the rule is worthless, and we abandon the attempt in disgust and despair. It is amenable to neither rule nor reason. Let us ask a few questions: Why but one *p* in *copy* and two in *sloppy*? One in *proper* and two in *copper*? One *t* in *pity* and two in *ditty*? One *l* in *control* and two in *enroll*? One *s* in *lizard* and two in *izzard*? One *f* in *clef* and two in *cliff*? Why one *l* in *propel* and two in *foretell*, and two with an *e* in *gazelle*? Why an *o* in *prison* and none in *priam*? Why a *b* at the end of one's *thumb* and none in *drum*? Why *ea* in *speak* and *ee* in *speech*? Why is there a *t* in *witch* and none in *which*? Why an *o* in *touch* and none in *much*? Why *ou* in *scourge*, *u* in *urge*, *i* in *dirge*, and *e* in *merge*? Why *s* in *breeze* and *s* in *cheese*? and why the letter *e* three times to one sound of *e* in either word? Of what use the *y* in *play*, the *o* in *people*, the *ea* in *beauty*, the *o* in *you*, the *w* in *flow*, the *e* in *foe*, the *i* in *friend*, the *u* in *guide*, the *o* in *double*, the *ch* in *schism*, the *e* in *true*, the *us* in *plague*, the *b* in *doubt*? But there is no end to the questions we might ask. These are but samples, and easy ones at that. If *o-n-e* spells *one*, why not *o-n-e-d-e-r* wonder? If *t-w-o* spells *two*, why will not *d-w-o* do? Let us transplant a few more spellings. *E-i-g-h-t* might bother a child's *peight*, *s-i-g-n* is very *sign*; some *f-o-l-k-s* we can *colks*; I do not *k-n-o-w* why we spell *know* (*so*); on his *t-o-n-g-u-e* the sound *rongue*; how does *o-p-a-q-u-e* *tague*; *h-e-i-g-h-t* is hard to *receight* (*recite*); *i-n-d-i-c-t* is quite *poliet*; *a-i-s-l-e* should make one *smails*; *c-a-l-f* might make one *lalf*; and *l-a-u-g-h* is too funny by *haugh*; the spelling of *c-o-l-o-n-e-l* might be called *infolonel*; I will give *t-h-r-o-u-g-h* and that will *dough*; for we have had *e-n-o-u-g-h* of such *stough*.

It would seem as if every thoughtful observer must admit that our spelling is an absurd, unnatural, illogical, unreasonable, and contradictory contrivance. In orthography we are on a boundless sea without rudder or compass. Currents and counter-currents, eddies and whirlpools beset us on every hand. One difficulty mastered helps little or none about the next. Memory is almost our sole reliance. Hence our children are for ever learning to spell, and adults are always questioning their spelling, and ever and anon manipulating the lexicon to recover lost orthography. No one can tell when he hears a word for the first time how he must spell it to pass muster, for every word may be written in many different ways. No wonder one of our city preachers wrote so sorrowfully in response to an invitation to take part in a spelling-match when the fever was on two years ago. Hear him:

"MARCH 25, 1875.—O. C. Gibbs,—Dear Sir,—I shall be out of the city Friday evening, and hence shall not be able to attend the spelling trial of that evening. Could I be present my remarks

would be of a melancholy nature. When I look out upon the outrageous conduct of the vowels and consonants that make up our English, the scene is 'sad and dreary,' and 'I would not live always.' The English language [spelling] should be abolished.

"No doubt intemperance will pass away, the sources of the Nile will be approached by railway, and will be decorated with a depot and a restaurant, a Bishop will be agreed upon for our diocese, the North Branch will abound in brook trout; but the man who shall look out upon that happy age will sit down at his table and mourn as he tries to spell out a simple letter to his grandmother, and the Lunatic Asylum will be full of those who went crazy over an effort to stand up last in spelling-school. With irrepressible grief, yours, DAVID SWING."

It is to be hoped intemperance is on the wane; Stanley is working at the Nile problem; it is certain our diocese has its Bishop; I cannot say as to the prospect of trout in the North Branch; but I purpose to do what in me lies to keep those poor fellows out of the Lunatic Asylum by doing away with the need of spelling-schools.

In looking over "the outrageous conduct of our vowels and consonants," we cannot but wonder how so absurd a system ever came into being. The explanation, briefly stated, seems to be this: The English language is a growth from several different languages, and having no alphabet of its own, it adopted the Roman. The Latin language was probably nearly phonetic in its spelling; but to adhere to the phonetic principle in the representation of the new language, which grew out of so many and such various elements, by an alphabet intended for only one of them, was impossible. Among the dialects that fused into English there were many sounds that the Latin tongue never possessed. In writing this new language in this unsuitable alphabet, one scribe would endeavor to express a sound by one combination of letters, and another the same sound by a different combination. Hence early English manuscripts exhibit great orthographic confusion; and, on the introduction of printing, the orthography was still wholly unsettled, and very uncouth. But the caprices of printer and proof-reader gradually grew into a sort of standard of orthography; and what had its origin in ignorance and darkness became law to an age of knowledge. The natural outcome of all this was that, when the written language became in some measure settled, the vagaries of one scribe were found crystalized in one word, those of another in another word containing the same sound, those of a third in another, and so on.

Then in our attempts at explanation we must remember that pronunciation undergoes considerable change as time passes. Many words formerly rhymed that now do not, and vice versa; and many letters formerly sounded are now "silent." We have

dropped out unnecessary sounds for greater brevity and convenience, but still retain the now useless letters.

I have thus far considered only the difficulties and disadvantages of our system in the matter of spelling. But they are scarcely less in learning to read and pronounce. Discouragements and perplexities meet the learner at every step. No one can tell with certainty when he sees a word for the first time what it is to be called. Every letter composing it stands for different sounds in other words, and he cannot tell which of its sounds to give it in the new word. A thousand illustrations might be given to show that what is learned in one word helps little in another; but time will permit only a few.

Suppose an educated foreigner to be just commencing to read English. He meets with the very simple word *on*, which he learns to pronounce, and feels that he has made a beginning. Next he meets with *one*, and thinks it must be *on-e*. He certainly never would imagine that it must be pronounced *wun*. But having learned this he next meets with *tone*, and now thinks this must be *twun*, but finds on investigation it is *tone*. His next word is *done*, and he wonders whether it is *don*, or *dwun*, or *done* (long *o*), but finds all these are wrong, and the word is *dun*. He learns that *e-a-t* spells *eat*. He wonders what the *a* is for, but, accepting the situation, he passes on to *great* and calls it *greet*. But he finds this is wrong; there is such a word as *greet*, but it is not spelled thus. The word must be called *great*, and *great* must be his astonishment thereat. Learning how to pronounce *own*, he wonders at the *w*, but takes kindly to it until he meets with *down*, and calls it *doan*. Correcting this, he next trips on *shown* by calling it *shown*. But we cannot follow him in detail through such words as *now*, *snow*, *ant*, *want*, *over*, *lover*, *lose*, *close*, *river*, *driver*, *other*, *bother*, *rove*, *prove*, *ear*, *bear*, *linger*, *slinger*, *have*, *behave*, *lumber*, *plumber*, *allow*, *swallow*, *ague*, *plague*; and enough other contradictions and absurdities to plague him into an attack of the ague.

We must, however, pause long enough to hear him read the following sentence, supposing him to have just met with the combination *ough* for the first time. We may well suppose he would be obliged to ask what to call the name, *Hough* (*Huff*); after which he would read (pronouncing *ough* alike throughout) "Old farmer *Hough* took his team from the *trough* and went over the *slough* to try to *plough*; but he had a bad *cough*, and the ground was *rough*, and the roots very *tough*, and before he was *through* he was tired *enough*." And so also would our learner be by the time he had mastered all the fantastic tricks of that meaningless combination. We may imagine him occasionally stimulating a weakening courage by pronouncing firmly the couplet:

*Though the rough cough and hiccough plough me through;
O'er life's dark laugh my course I will pursue.*

A question so much asked in the spelling-fever days is wonderfully suggestive of absurdity in the letters we use in the representation of words. "How do you pronounce bac-ka-che?" Generally the questioned party did not remember to have met with the word, and was usually much amused to find after considerable study, that that combination of letters gave him *backache*.

How many times do even teachers of long experience have to refer to a dictionary, with no other purpose than to ascertain how to pronounce a word—a very common word it may be too? The spelling does not tell us: our memory cannot be relied on at the moment, and we can only look it up or risk criticism. When we had a teacher of elocution in the High School, it was common to see long columns of words on the blackboard that had been placed there simply that their correct pronunciation might be learned. The more careful pupils had lists on paper to be hunted down and memorized as they had leisure. They were to find out whether the final sound of *oats* and *truths* is that of *s* or *z*; whether *t* is silent or sounded in *Christmas* and *often*; whether *i* is long or short in *vineyard* and *engine*; whether *root* rhymes with *foot* or *boot*; whether *ch* is hard or soft in *archangel* and *archbishop*; whether *u* has any sound in *quote* and *quotient* or not; whether the last syllable of *mercantile* is *tile*, *til*, or *teel*; whether *e* and *i* are long or short in *heroine*; whether *o* in *sovereign* and *hovel* has one of the sounds of *e* or of *u*; whether in the word *pronunciation* itself the middle syllable is *see* or *she*. These are samples of numberless questions that are for ever presenting themselves to the student, and will for ever continue to do so unless our system is reformed, and conformed approximately at least to the phonetic principle. If this were done, 99 per cent. of all the labor they involve would be saved.

In turning to the dictionary how often do we find the spelling given by one combination of letters and the pronunciation by a different one. Indeed, but for the diacritical marks used, this would be necessary in almost all cases. But in a very large number of words the irregularity is so great that no system of marking will enable us to make the same letters answer for both the spelling and the naming. "Spell the word thus," says the lexicon, "but on penalty of losing your standing in polite society don't call it so." Suppose a boy should apply for admission to one of your schools, and when you asked him the usual question, "What is your name?" he should answer, "When written it is Johnny Williams, but when spoken it is Billy Jones," what would you think of his sanity? Yet is not this just as reasonable as for a word to require one combination of letters to tell how to write it, and a different one to tell how to speak it?

Taking up a pronouncing speller recently, I had the curiosity to note carefully the first hundred words I should meet with in

opening the book at random, to ascertain how many of them used the same letters for the spelling as for the pronunciation, and I found just five. Thinking this might be exceptional, I observed another hundred, and found in it but a single one.

I will next allude to some of the efforts that have been made to reform our spelling. I have seen it stated that Dr. Johnson groaned over the absurdities and incongruities of English orthography. It seems, however, that he made little or no efforts to reform it. He might, without doubt, have done much in this direction had he the courage and foresight to do so when he wrote his dictionary. America's first great philosopher, Dr. Franklin, took great interest in the subject of reform, and invented a new alphabet in which he wrote many quires of paper. A specimen of it may be seen in Parton's life, volume 1, page 527. He ridiculed our spelling without stint, and declared only those spelled well who spelled ill; that *ys* was a much better way to spell *wife* than the customary one; and that the ignorant girl who wrote of her *bo* spelled far better than the educated young lady who wrote of her *beau*.

Noah Webster recognized the desirability of reform, and succeeded in effecting a permanent change in the spelling of hundreds of words. Pity he had not extended the list to many thousands.

Measured by results, by far the most important movement yet made is that inaugurated about forty years ago by Isaac Pitman, of Bath, England. Pitman, however, attempted more than a reform in spelling. He claimed that our letters are too cumbersome in form, and that simpler characters should be substituted for them, at least for writing purposes. With this in view, he originated that system of writing known as Phonography. Time will not permit me to describe this system in detail. I regard it as one of the most ingenious inventions ever given to the world. It is remarkable for its philosophical character, its clear phonetic analysis of the language, and the simplicity of its structure. By means of light and heavy strokes, straight and curved, and a variety of positions, it represents each of the sounds of our language by a single movement of the pen. Then, simple as this is, a few ingenious devices abbreviate the ordinary representation of words more than one-half; and a still further abbreviation furnishes us with the system of shorthand reporting now used throughout this country and England. Probably verbatim reporting would not be possible on any other principle; and when it is considered that without it the newspaper of to-day could not possibly be what it is; that the administration of justice in our courts is greatly facilitated by it, and that it is used in business wherever correspondence is conducted at second-hand, the vast importance of Pitman's invention may be perceived.

In this connection I may say that I regard with favor the project of introducing the study of Phonography into the High-

School. My reasons are: First, as a mere matter of mental discipline the time that it would require would be more profitably spent than an equal amount given to the curriculum as it now stands, on the average. Second, its study requires careful attention to the sounds of words used, and hence tends to increased accuracy of speech. Third, many of those learning it would acquire sufficient proficiency to make it practically valuable, and a few would push it to important results in the way of business. And, lastly, though I think I would place it first in importance, most of those studying it would be led thereby to perceive the desirability of a thorough reform in our spelling, and thus the study would promote that change in the sentiment of society at large which must always precede any important change in its ways and customs. In addition to Phonography Pitman invented an alphabet for printing purposes, and a large number of volumes have been printed in that form.

Dr. Andrew Comstock, of Philadelphia, author of Comstock's Elocution and other text-books, invented a similar alphabet over 30 years ago, and published to some extent in accordance therewith. Both he and Pitman used our present alphabet as far as it would go (omitting the three redundant letters), and invented new letters for the remaining sounds. In both cases the new letters, being nearly one-half the entire number, gave to the printed page a foreign and unfamiliar appearance, and rendered it unattractive to the educated American or Englishman. Hence, while 95 per cent. of those who gave the matter attention recognized the correctness of the principle on which they built, few were found able and willing to make themselves at home in the structure.

In the simple matter of discarding silent letters the saving of paper, ink, and type alone would be a matter of no small importance. To those already educated the time now lost in looking up the pronunciation of words and in recovering forgotten orthography would be saved, in addition to that gained by greater brevity. Hereafter every child would find the task of learning to read a brief and pleasant one. Fully nineteen-twentieths of the labor of learning to spell would disappear. All the advantages combined would save the working time of years in the life of every well-educated person who should reach anywhere near to man's allotment of three score years and ten. The foreigner, so constantly coming amongst us, could learn to read our language in a few weeks; he would therefore seldom fail to do so, and thus would adapt himself to his new surroundings to much better advantage than now. Among both foreign and native, illiteracy would be far less common than now; and, as illiteracy and crime go hand in hand, we might reasonably expect a diminution in the number of criminals. In consequence of this, less would be needed for the support of punitive and reformatory institutions, and hence that other consummation most earnestly desired—~~reduced taxation~~.

Great aid would be rendered by the new system in elevating and enlightening that mass of ignorance and incompetency admitted to a share in our politics by the Fifteenth Amendment. The English language, now spoken by more people than any other outside of Asia, would spread among other nations and become common where it is now little known. Another advantage of a phonetic system I wish to emphasize. Its naturalness would lead a child, almost from the first, to perceive a certain sequence of things; and this would tend to develop his logical faculty, from the very beginning of his course. Our present system not only does not develop the reasoning powers, but is positively and decisively detrimental thereto. It is, as we have seen, full of contradictions and absurdities. I doubt not that many a one who has come to nothing might have developed into ripe scholarship, and added to the world's knowledge, but for the wholly unnecessary difficulty that met him at the very threshold of learning.

I will next consider some of the objections that are urged to any change in our orthography. Usually the first objection offered is that the vast quantities of books and other publications already printed in our present form would be useless. A thorough reform can be effected with so little change in the general appearance that the new system can be read at sight by any one familiar with the old. It is true the old, on account of its barbarous orthography, would not be so readily read by one acquainted only with the new; but it is known to all of you that many distinguished educators believe that the easiest way to learn our present system is to learn an analogous phonetic system first, and afterwards fill in the superfluous and contradictory. If this be so, what is in our present books would be more easily acquired through a reformed system of spelling than it now is. If, however, all new books and all new editions of old ones were printed in a reformed orthography, in a very few years the great mass of people would have all the reading matter they desired in the new style, and would care nothing for the old. The few antiquarian and scholarly persons who desired access to the contents of books not reprinted would readily enough learn to read them, and we may well believe they would do so with a constant sense of satisfaction that such a heterogeneous method of spelling had gone out of date before their day, in consequence of which they were spared the hopeless task of trying to master it.

It is objected that we should lose the advantage of different spellings for words of the same sound but different meanings. The paltriness of this objection is apparent when we consider that no difficulty arises from the use of these words in speech. Indeed, but a small portion of the words that sound alike but have different meanings have these differences distinguished by their spelling. *Spell* itself has three unallied meanings, but only one *spelling*. The context determines the particular meaning. The

following not very elegant sentence will illustrate: Of all the saws I ever saw saw I never saw a saw saw as that saw saws. In this sentence we see several *saws* of the same spelling, but no obscurity of sense.

But we may even claim an advantage for phonetics in the matter of different spellings and meanings. For while we should lose the benefit, if it be one, of two spellings for the same word, we should be rid of the disadvantage of two words for the same spelling—probably as large a class as the other. The following words will sufficiently illustrate this: "bow, gill, bass, lower, tear, read, wind, slough, lead, stingy, singer, premise, with, minute, use, abuse, refuse, swinger, bellows, wound, present." Each spelling gives us two words of wholly different sound and meaning, and which phonetically represented would be quite distinct from each other.

It is objected that we are constantly incorporating new words from other languages; and it is asked with an air of being unanswerable how these are to be spelled. I answer, let them retain their, to us, foreign spelling as long as they are regarded as foreigners. When they become naturalized spell them phonetically, of course. It should be remembered that a word in phonetic apparel will always mean to the eye what it does to the ear when spoken.

Another objection is that pronunciation changes, and if our spelling were phonetic to-day it would not be to-morrow. Why not? If we once determine that sound and symbol must harmonise, a change in pronunciation would involve a change of spelling, as it always should. I claim, however, as one of the benefits of phonetic spelling, that there would be far less fickleness in pronunciation than now. There would be something to hold to. To settle the spelling of a word would be to determine its pronunciation, which is not now the case. When Dr. Johnson was asked whether *neither* should be pronounced *neither* or *neither*, he answered, "*Nayther*." So far as the spelling is concerned, it may be pronounced in any of these ways with about equal propriety, and in this regard it is not different from numberless other words. Even the dictionaries show much uncertainty about the correct pronunciation of a great many words. We get no other light in regard to the vowel sound in thousands of syllables than that it is "obscure." Now, why this uncertainty? Because we do not know what is the usage of the best speakers and writers, and this is the only standard. Scarcely anybody has opportunity to determine the matter by listening, and the printed page gives no clue. Indeed, only a very delicate ear can detect the exact sound in many syllables as uttered by a speaker; but words written or printed phonetically would give us the intent of the writer at a glance.

Our objectors say, "If you attempt to reform our spelling you

will bring chaos for a whole generation." I answer, First, we have chaos now, and wish to bring order out of it; and, second, better chaos for a generation than obstruction for ever. The best things we have are said to have come out of chaos. I suppose a reform would not much benefit these objectors, but only those who come after. Perhaps they belong to the class who think they owe nothing to posterity, because posterity never did anything for them. These same worshippers of King Inertia would probably have objected just as strongly to railroads had the matter been presented to them as a distinct scheme in advance. They would have said, "Our roads are good enough. We have been over them, and found them satisfactory. Your scheme will bring chaos. We will have none of it."

The last objection I will allude to is the etymological one. It is said we should lose the immense benefit involved in the present spelling of a word as to its derivation, and hence its meaning. *Word* itself, I suppose, is a good illustration. Spell it phonetically (*w-u-r-d*), and we should no longer know from what it is derived, nor that it is allied to the Latin *verbum*—facts so plainly revealed by its present spelling. On this subject I quote from an article in Johnson's Encyclopædia, from the pen of an able man, A. J. Ellis, who has given the subject much attention. After saying that in English the sign and sound are so practically independent that no one who sees an English word for the first time knows how to speak it, and no one who hears an English word for the first time knows how to spell it, he says:

"The pretence for retaining an orthography so injurious to every speaker and learner of English is that by a change of spelling we should sacrifice the etymology of words, which is unknown in many cases; which the present spelling does not preserve in others; which no spelling could indicate with certainty, even to those acquainted with the old spoken (not merely written) forms of the English language and its Aryan relatives; which could be taught, as far as it is now known, much better to those who spell phonetically than to those who do not: which is practically seldom present to the mind of any speaker; and which is a part of antiquarian and philosophic education, that those who insist on it rarely know anything about it, and that millions of those who speak English have little concern with or power to appreciate.

"But," he goes on to say, "a change is not impossible, for the old Athenians altered their spelling officially in B.C. 403, and within the last hundred years the Netherlands and Spain have altered theirs, the former having vainly tried to fuse etymology with phonetics, but the latter having wisely clung to phonetics only."

From Chambers's Encyclopædia I quote:—"The best answer to this objection is that the traces of etymology preserved in the *present spelling* are so imperfect and inconsistent as to be of little

value compared with the embarrassments they occasion in other respects." Also this: "The Sanscrit language furnishes the most convincing proof of the original phonetic character of alphabetic writing, for not only were the words written exactly as they were sounded, but every change which a word underwent was consistently indicated by a change in writing. Notwithstanding this, fact, there is no language in which the etymological and grammatical relations of words are more clearly exhibited or more easily traced than in Sanscrit."

To these quoted answers I will add that it is plain that our language may be made essentially phonetic with far less change than has taken place since the days when Chaucer wrote English, but so far as I know, these objectors do not claim that the language has suffered loss from the change, either by becoming obscure in meaning or in any other way. The fact is, the history of a few words can be told by their spelling, and it is not necessary that any should be. As well might we require each man to give us always an epitome of his history with his signature. Each word has a present recognized meaning, and, like each person, a present purpose to serve; its history may well be left to the investigations of the learned and curious. Nothing that is now known of words will be lost by spelling them in harmony with the dictates of good common sense: for nobody proposes or desires to destroy the books now in being or to demolish the sciences of etymology and philology. Lastly, it should be said that if we were to admit for this objection the full force intended by those who make it, it still would have no application whatever except among scholarly people—those who have some knowledge of the languages from which ours is derived. These are but a very small percentage of the entire population; while all have, or should have, and would have under a phonetic system, occasion to read, write, and spell. Is it just, or right, or reasonable, in these few learned objectors, whose very learning gives them the means of easily and completely overcoming their own objection to ask the great mass of the community to bear so heavy a burden for the benefit of their select selves? Do they desire the establishment of a sort of aristocracy of learning into which none shall find entrance without meeting and overcoming all the obstacles that lay in their own pathway?

I cannot close without alluding to some of the methods by means of which we might hope to effect this reform. First, by agitation of the subject until a recognition of its desirability becomes general. A prerequisite to any improvement is a dissatisfaction with what now is. Let the defects and disadvantages of our present system be freely acknowledged, pointed out, and commented upon. Promote in every practicable way the interest now felt in the subject, and excite an interest where there is none. Discourage the sentiment that whoever misspells a word thereby

commits a capital offence against polite society, and admit the fact that a person may fail to double a letter when the dictionary says he should, or the converse, and yet know something. Above all, let all children be taught that, while it is still thought best that they should learn the spelling now in vogue, it is, nevertheless, radically defective, and might and should be thoroughly reformed. In a few years these children become the teachers and Professors, the Boards of Education, the voters, the speakers and writers, the law-makers—in short, the community. An appreciation of the defects of our system being general, any assembly of intelligent people would reflect that sentiment. The Congress of the United States is such an assembly. Feeling the need of reform, and understanding the general sense of the community on the subject, they would probably appoint a commission to report such a modification of our spelling as would render it phonetic. In our Government there is no power to enforce the change; but Congress, having agreed upon a system, would order all Congressional proceedings, national laws, and official orders, reports, etc., to be published in harmony therewith; and this would furnish a standard to which all written and printed matter would soon conform.

Secondly, I think it was Horace Greeley who said in regard to our great financial problem, "The way to resume is to resume." So we might say of this matter: The way to render our spelling phonetic, is to spell phonetically. We have societies for the accomplishment of almost every conceivable purpose, from the saving of a penny to the salvation of the world; let us have one whose members shall pledge each other to spell sensibly, reasonably,—in short,—phonetically. No matter if there be not uniformity at first. This will come eventually, on the principle of the survival of the fittest. If we could enroll in the membership of such a society the names of a few of those whose opinions have weight, and whose ways the world delights to note and to imitate, it would not be long before the idea of reform would begin to be popular. The letters and other writings of a semi-private character of some of these would soon find their way into the public prints, and through them the idea that reform is desirable and practicable would rapidly take possession of the popular mind.

Third, by means of the newspapers. Suppose half a dozen of the leading ones were to unite upon a system and in the advocacy of it; nay, suppose Mr Medill, with his powerful newspaper to back him, would, single-handed, resume the subject in a determined way, restate his proposition of a dozen years ago, [similar to Semiphonotypy,] then publish a column of reading matter in the news orthography in each issue of his paper for a year; then two columns in each for another year; and so continue, regardless of ridicule from brother editors and others, and all ~~various~~

allusions to "filosofer Josef" and his "fonetix,"—suppose, I say, this one man were thus to make a practical application of his own proposition, is it not probable that a decade would not elapse till something would come of it?

Finally, I believe the time has come for this reform. Notwithstanding the enforced idleness on every hand just now, every thoughtful person knows this is a busy age. Thousands ask themselves every day which of the many good things they might do they should undertake, to the necessary exclusion of the rest. Economy of force is being studied in every department of human endeavor. Every labor-saving machine, save it ever so little, is hailed as a helper, and its inventor recognized as a benefactor. Here would be an economizer of great value, because it would save to every man, woman, and child not absolutely illiterate, (and none but babes would be so then,) and save from youth to old age. Even our children are feeling the pressure of this new time. A half-century ago they studied mainly the three *r's*—"readin', ritin', and 'rithmetic," and did not then find time to spell well; but branch after branch has been added to our courses of study, until teachers and pupils alike feel at times that the great need of our day is some expedient whereby an hour's work may be done in thirty minutes. By this reform one of the greatest drudgeries of the entire course would be laid aside forever, and the time of teacher and pupil might be given to more agreeable and profitable employment.

I believe, furthermore, that no more fitting place than Chicago can be found for the inauguration of this reform. Our people are less wedded to old things and old ways, and more accustomed to new, than the rest of the world. We know what it is to devise ways and means for overcoming all sorts of difficulties,—those in our present spelling always excepted,—and our people know no such word as "fail" when they undertake anything in earnest. Beginning in a swamp, after our city was well grown we lifted it up and threw dirt under. Finding it troublesome to cross our river, we went under. We let down the upper end of our river, and reversed its current, making its mouth its head. We have burrowed for miles far under lake and city to obtain and furnish a supply of pure water. We burned down our city in a day and rebuilt it in a year. Now, are we not equal to the task of inaugurating a movement to remove from our pathway this obstacle to our educational progress? From what has befallen us, and what we have done, we already have the world's attention. Who better than we to take the matter in hand, and show the world a better way? And if our sometime Mayor would lead us in this movement I have no doubt he would thus hand down his name to posterity, and be remembered through the Medillian system as one of the world's benefactors, when everything else he has done or may do had long since been forgotten. Nor would

he have to work single-handed, but might safely reckon on a goodly support from the outset. I will not stop to enumerate the classes that would be his supporters; but among them, doubtless, would be found in the main the members of this Association, who, as those who have the interests of the coming generation largely in their keeping, are certainly bound in good conscience to keep themselves in sympathy with the needs of our time, and to be ever ready to lend a willing ear and helping hand to whatever gives reasonable promise of benefiting humanity.

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REPORT OF A CONFERENCE

ON

SPELLING REFORM,

*Held at the Society of Arts, Adelphi, London, on the
29th of May, 1877.*

On Tuesday, 29 May, 1877, a Conference and Public Meeting were held at the rooms of the Society of Arts, Adelphi, Strand, London, with the view of furthering the cause of Spelling Reform—first by demonstrating its necessity, and secondly by urging upon the Government the desirability of appointing a Royal Commission to examine the most feasible schemes, and report thereon.

For more than thirty years a Reform of English Spelling has been advocated, and through the general diffusion of the art of Phonography, the movement has reached this stage—the spelling difficulty is universally admitted and deplored; the expediency and necessity of amendment are generally conceded; numerous plans have been proposed to remedy the evils complained of; and now our Government has been asked to cause a national inquiry to be made, in order to determine upon what principle it is desirable that Spelling Reform should proceed.

The conveners of the Conference here reported are gratified and encouraged by its results, and are hopeful that it will prove an important time-mark in the history of English Spelling Reform.

The Conference was held at three o'clock. The Rev. A. H. Sayce, Professor of Philology, Oxford, presided. There was a numerous attendance, including several ladies. Amongst those present we noticed:—H. Sweet, esq., President, Philological Society; J. H. Murray, LL.D., vice-President, Philological Society; Rev. R. Morris, LL.D., ex-President, Philological Society; Sir Charles Reed, Chairman, London School Board; Rev. John Rodgers, vice-Chairman, and Dr J. H. Gladstone, member of the London School Board; W. A. Wooler, esq., Darlington; Miss Beale, Ladies' College, Cheltenham; H. H. Butterfill, esq., Hull; T. E. Heller, esq., 7 Adam street, Adelphi; J. Russel, esq., the editor of the *Schoolmaster*; J. R. Rundell, esq.; Tito Pagliardini, esq.; Dr Abbott; T. N. Day, esq., vice-President, National Union of Elementary Teachers; John R. Langton, esq., B.A., Westminster Training College

At the call of the President, Mr Edward Jones, hon. Secretary, stated that, in the words of the circular convening the Conference, "The primary object of the Conference is to support the request

emanating from the School Board for London, for the appointment of a Royal Commission to inquire into the subject of English Spelling, with a view to reforming and simplifying it. It is distinctly understood that the conveners will not be committed to any particular scheme of reformed spelling, and that a simplification of spelling does not *necessarily* imply the adoption of *new letters*. The object is to obtain an official investigation of the question, and to discuss in its various relations a subject which has an important bearing upon general education, and respecting which some misapprehension prevails in the public mind."

Mr Jones added that the idea of a Royal Commission on Spelling was first mooted by Mr Russell Martineau, at a meeting of the Philological Society about ten years ago; this was supported by the Rev. J. Rice Byrne, M.A., one of Her Majesty's Inspectors of Schools, in his official report contained in the Educational Blue Book for 1869, and from that time the idea had gained general acceptance with the Society of Arts and other educational institutions. The first public body that declared in favor of a Royal Commission was the National Union of Elementary Teachers, representing some ten thousand teachers in England and Wales, at a Conference held last year in Liverpool, when the motion to that effect was carried almost unanimously. The first School Board that passed a similar resolution was the Bradford School Board. Liverpool soon followed, and in November last the London School Board took the important step of inviting the provincial School Boards to join in the application, and also invited the Society of Arts to co-operate. The Society of Arts and one hundred School Boards have responded to the call of the London School Board.

Mr Jones proceeded to read several letters, prefacing that from the Right Hon. Robert Lowe by observing that the Conference Circular gave prominence to this question put by Professor Max Müller:—"Is there no statesman in England sufficiently proof against ridicule to call the attention of Parliament to what is a growing national misfortune?" This sentence seemed to have caught the eye of Mr Lowe, who wrote:—

"I am not afraid of ridicule, and I have a strong opinion on the spelling question. I cannot be present at your meeting, but you are quite welcome to my opinion. There are, I am informed, thirty-nine sounds in the English language. There are twenty-four letters. I think that each letter should represent one sound, that fifteen new letters should be added, so that there be a letter for every sound, and that everyone should write as he speaks. I have been in the habit for many years of taking boys to read to me. I always take them from the sixth standard. They are unable to read aloud tolerably, and have no idea of the pronunciation of the language. The only remedy for this, in my opinion, is to teach all the thirty-nine sounds, together with the letter

which represents each of them. I am, Sir, your obedient servant,
"Sherbrooke, Caterham.

"21st May, 1877."

The reading of Mr Lowe's letter was greeted with much applause.

The Bishop of Exeter wrote:—

"My Dear Sir,—I take much interest in the Spelling Reform that is proposed; but I am quite sure that the beginning will have to be made in one way, and in one way only, if any result is to be attained, and that is—a Society must be formed of educated people, who will pledge themselves, both in writing and in print, to spell phonetically, and to discard the present system.

"The success of such a society would greatly depend on their making the minimum of change. There ought to be *no* new characters, and only the introduction of a few diacritical marks. And while it is necessary to insist on the principle, every letter or digraph shall have one sound only, it is not necessary to insist on, and it would be wise to discard, the principle that every sound shall be represented by one letter or digraph only.

"A Society which began by going to Government and did not begin with itself would certainly fail. Yours truly,

"Exeter, 7th March, 1877.

F. EXON."

"Dear Sir,—I regret that I shall not be able to attend the Conference to-morrow, as I hoped, but I venture to assure you that I fully sympathise with the movement.

"It is lamentable to think that the age of blind resistance to great reforms has not yet expired. One would surely have thought, that with the history of mighty changes in the past before their eyes, people had begun at last to learn that a proposal is not necessarily bad because it is new.

"The objections to the proposed reform, which have not, perhaps, been fully answered, reduce themselves, I think, to two only: (1) The altered appearance of the new written language, and, (2) the difficulties which it would place in the way of tracing the etymology of words.

"The first of these is a mere question of change of fashion. As to the second, it is (a) inconclusive, if not frivolous; (b) it proves too much.

"It proves too much, because it implies that under the present system children learn not only spelling, but also etymology; but it is a notorious fact that they do neither, and those who learn etymology are so situated as to time, means and appliances, that they could equally learn it under any system.

"It is inconclusive, because the primary object of a written language is to teach spelling and not etymology, and because if the former fails the latter cannot succeed.

"It is frivolous, because any philological advantages the pro-

sent spelling may have (and much might be said on both sides of even this question) are utterly below comparison with its practical evils. We have a plain fact, which nobody, so far as I am aware, has ever denied, and we have a result of that fact to which nobody can blind himself. The plain fact is, that our existing spelling is full of the grossest anomalies and absurdities; and the result of that fact is, that notwithstanding the immense amount of toil, trouble, and time spent in attempting to learn spelling, there is no country in Europe in which correct orthography is so rare.

"I am, dear Sir, yours faithfully,

"12 South square, Gray's Inn, W.C., 28 May, 1877." "A. BASSETT HOPKINS, M.A."

"Dear Sir,—I regret very much my inability to be present at the Spelling Conference to-morrow, as the objects of that meeting are such as I thoroughly coincide with.

"I have the honor to remain, Sir,

"Yours very faithfully,

"FREDK. YORK POWELL, M.A.,

"Law Lecturer, Ch. Ch. Oxford;

"Public Examiner, University of Oxford.

"To the Secretary Spelling Reform Association,

"7 Adam street, Adelphi, W.C."

Letters expressing regret at not being able to attend were also received from Sir W. C. Trevelyan, Rev. B. Moffatt, D.D.; Geo. Otto Trevelyan, esq., M.P.; R. Davies, esq., M.P., Anglesea; and many others.

The Chairman, in commencing his address, deplored the absence of many friends of Spelling Reform, and especially of Professor Max Müller, whose scientific fame and eloquent advocacy of a Reform of English Spelling marked him as the natural leader of the cause we have at heart, and President of the Conference. No one, continued the Chairman, can be more sensible how undeserving I am of the honor done me by the Committee in placing me in this chair; but I take courage when I see the willing and able supporters who surround me, and console myself with the reflection that they will material lighten the duties of the Chairman, and prevent him, I hope, from falling into those errors to which, as we have been taught, man is exposed.

As we have a great amount of work to get through, and the time of public meetings is not usually elastic, I will try to be as brief as possible in these my introductory remarks. There is the less need of my dwelling upon the practical evils attendant on the current system of spelling, as these will be fully brought out by those who are far better qualified to deal with them than myself. No one, however, who has ever had to do with education in any form or shape, or indeed has any recollection of his own weary attempts to learn to spell, can be ignorant of the magnitude and harmful-

ness, the loss of time and mental energy, and, above all, the burden which hangs about the memory, like the albatross round the neck of the ancient mariner, which are the results of trying to master the elements—we cannot call it of a written speech, but of a series of conundrums and rebuses. English spelling has become what Mr Carlyle calls a “sham ;” and a mind bred upon shams is apt to forget what truth means. But leaving the practical side of the question to others, I shall pass on to that side of it which most nearly interests myself, and makes me heartily subscribe to Professor Max Müller’s words—that even the worst of the systems of phonetic spelling that have been proposed, is infinitely superior to the traditional spelling. It is difficult for scientific philology to make way in a country where the system, or rather the want of system, of spelling, creates an unphilological attitude of mind. Historical comparative philology is based on the assumption that Sanskrit, Greek, Latin, Gothic, or any other of the ancient tongues were pronounced, roughly speaking, as we find them spelled ; and it is upon this assumption that the laws of letter-change, and the whole frame-work of modern philology have been built. What the philologist wants to do is to trace the changes undergone by sounds in the course of generations ; and this is just what the present English spelling prevents him from doing. English, for many reasons, is a most valuable language for the philological inquirer ; it is, moreover, that with which we are best acquainted ; and yet it has been rendered well-nigh useless for the purposes of philological instruction by the mode of spelling in which it is supposed to be conveyed. But more than this, the current spelling effectually dissociates spoken and written speech : and it creates the belief that language consists of a certain number of unmeaning symbols in black and white, not of living and significant sounds.

This dissociation of the language of the eye from the language of the ear reacts most prejudicially upon the practical acquisition of a foreign tongue. Where the constant tendency of a boy’s education has been to teach him that sound and symbol have nothing in common, it is inevitable that he will find an immense difficulty in learning to speak a foreign language which he is able to read ; and that it will require long and careful efforts to prevent his translating the sounds he hears into written symbols before he understands them.

The English and French are notoriously the most backward peoples in the world in the art of learning to converse in a foreign language ; and it is just the English and French who have the worst systems of spelling. Only those who have to lecture on Comparative Philology can have any idea of the hopeless confusion into which the English alphabet, with its vowels pronounced now in this way, now in that, and hardly ever in the right way, throws the unfortunate lecturer and his auditors. Without a black-board

and further symbolisation, his lecture would be an impossibility. Our business to-day, however, is not so much to point out the sins and failings of the current spelling, as to draw the attention of Government and the public generally to the increasing magnitude of the evil and its mischievous effects upon education, and the expenses therewith connected; as well as to suggest means for putting a stop to the evil by a Reform of our mode of Spelling. If the Conference to-day does nothing else, it will have done a good work in letting the public see how serious an evil our present spelling is, and how largely it may be shown to affect the pockets of the ratepayers.

We must not, however, be too sanguine in the matter. Abuses that have been long in growing up are always hard to remove. It takes a very long time before the majority can be made to see that what they have always been accustomed to is not quite perfect; and in a country of anomalies, an anomaly like our spelling is regarded as an object of national pride and congratulation rather than as a scandal and an abuse. A wholly irrational practice is just the practice which it is most difficult to alter. Where it has some reason to show for itself, the reason is at all events appealed to, and there is some hope that the appeal will not be in vain; but as for our spelling, can it be said to have any reason at all to show for itself?

A system of writing which is not ideographic ought to aim in the first place at representing as accurately as possible the sounds of the language, and that is the last thing which our spelling can be said to do. It is not even historical. Were it so, that would afford some claim upon our consideration, and make it of some value to the scientific philologist. Our spelling, in its present form, simply represents the tradition of certain printing presses, and it is in the conservatism of the printers that we shall find our chief enemy. Our best hope comes from America. There are two classes in America interested in the cause of Spelling Reform, both of whom have considerable influence in the country. One of these consists of men like Professor Whitney and other members of the Philological Association, who have great weight with the educated portion of their countrymen; the other class consists of the Germans settled in America, who complain of the time and energy wasted by their children in learning to read English. Phonetic spelling once established in America, would sooner or later make its way into England also. Of course the first thing the advocates of Spelling Reform have to do, is to determine the phonetic system of spelling they would finally adopt. Several systems are now in the field, and it is most gratifying to see many of their authors among us to-day. We must, however, leave to a future occasion all discussion and consideration of such schemes; neither our time, nor the objects immediately before us, allow of their introduction to-day. But we must bear in mind that the phonetic alphabet

which concerns us is not a scientific one, in which the finer and more delicate distinctions of sound are noted, but a practical alphabet, designed for practical purposes, in which each character represents one of the more obvious and prominent sounds in the language, and only one.

But I see that the time is passing on, and as we cannot allow the speakers more than ten minutes each, the President must not set a bad example by extending his introductory remarks, few and desultory as they are, beyond the fixed time. I will therefore draw your attention to the three topics which have been proposed for free discussion; the first of which deals with the subject before us from the point of view of the Teacher; the second from the point of view of the Philologist; while the third is concerned with the best means of introducing an Amended System of Spelling.

The Chairman, in introducing the first speaker, said:—I must now call upon Mr Isaac Pitman, whose name as a phonetic reformer is so well known to us all, to commence the discussion upon the first topic—"Loss of time caused by the current spelling. Testimony of H. M. Inspectors of schools, and others. Lack of intelligent reading. Exclusion of higher subjects from primary schools. Are teachers to blame? Comparison with other languages, etc."

Mr Isaac Pitman, who was heartily cheered, said: Mr Chairman, Ladies and Gentlemen,—Nothing that can occur this day can possibly afford me more gratification than the letter of Mr Lowe, which our Hon. Secretary has just read. I feared there was not a man amongst the 650 members of the House of Commons that would lead us on to victory; but Mr Lowe is the man; and without meaning any disrespect to Bishop Temple, I must say that Mr Lowe's letter, when weighed against the letter of the Bishop of Exeter, makes the latter kick the beam instantly. You would observe that there are two distinct opinions expressed in those letters. The Bishop of Exeter says: "Introduce no new letters, but use diacritic marks:" we should want fifteen marked letters. I will venture to say that the Bishop has never written a single page with the diacritic marks which he thinks might do. Mr Lowe, on the other hand, takes the common-sense view of the question, and says that as there are fifteen sounds without representative signs, they must have them as a matter of course. I shall not say a single word on behalf of any particular alphabet—the question of signs for the sounds is taboed for the day. All that we have to do to-day is to state our case—to show the reasons for the Spelling Reform movement, and back up the London School Board in their application to Government for a Royal Commission of inquiry; and I certainly think that our Government will be unable to refuse the application. The topic given to me to consider is "the loss

of time caused by the current spelling." Now that loss occurs both in learning to read, and to spell and write. to lay before you, in the ten minutes allowed to me, the of the difficulty in the two arts of reading and spelling, as the spelling is so much more difficult than the reading; and fore why we have so few good readers, and still fewer good s

Everybody knows that we have six vowels, (including *y*, *i*, *o*, *u*, *y*,—and these six vowels represent, in the present s twenty-eight sounds. *A* represents six sounds, four of t large classes of words; *e* represents four sounds, two of t very large classes of words; *i* represents four sounds; *a* sents seven sounds, four of them in large classes of words represents seven sounds. Now, if we add to these the represented, not by single vowels, but by two put together as double *a* in my own name, *Isaac*; *ao* in the word *gaol*; *ei*, *ae*, *au*, and so on, we get, with the twenty consona six vowels, a total of 108 letters, and by adding the co digraphs *th*, *sh*, *ch*, *ng*, the total amounts to 112, which re 269 different sounds in the various words of the language. only take one out of the long list before me as an illustr this. I will take that very common combination *ea*. Th in reading, comes to the word *head*. Well, we will sup knows the word to be pronounced *hed*. Perhaps in the ve line he comes to the same combination of letters, but w instead of *h*, and, of course, he calls it *bed*, but is correc stantly, "No, it is *bead*." Then he comes upon anothe *l-e-a-d*, but does not know what to call it, whether *lead*. Then he has to be told that it is sounded *lead* in one sense in another. He must say "a pound of *led*," but "I *lee*. Now remove the *l* from the *ead*, and put *m* instead; whi he say—*med*? no, *mead*. Now put *st* in place of *m*, a changed again to *sted*. Put an *r* at the commencement now he has two sounds again for two different words—*re* verb in the present tense, *read* (red) in the past tense. must commit all these to memory. Then take the letter final sound, and put *ea* before it—*eat*; prefix *h*—that is n now instead of *h* put *thr*—*threst*? no, *thret*. Now take termination, *th*, as in *death*, a word which he knows ver remove *d*, and put *wr*—*reth*? no, *reuth*. Take away i and put *br*—*breeth*? no, *breth*. Thus the pupil is tosse ward and forward with almost every word in the la Take the termination *st*, as in *beast*; put an *r* after the *b*—no, *brest*. *H-e-a-r-d*, heard (pron. *herd*); take away the put *b*—*berd*? no, *beerd*. Take the word *heart*; remove th put *d*—*hard*? no; the Scotch may say, "I *hard* such a t but we say, "I *herd* such a thing." I select only a f amples to show where the difficulty lies. Take the wor put the aspirate before it, and it is not *herth*, but *herth*.

place. We will suppose the pupil now to meet with the combination *ea* in a word of two syllables, as in *real*. He then meets with *realm*, and probably calls it *ree-alm*. It is the reproach of our language that no man, however educated he may be, is able to pronounce a single word of English on seeing it in a book, if he has never heard it pronounced. I have only to-day become acquainted with the sound of the name of this gentleman (pointing to Mr Croad), whom I have known by correspondence for some time. I could write his name, but I could not speak it. I called him Mr Crow-ad, just as we sound *ea* in *Moab*, the *Troad*, thinking it more aristocratic to give him two syllables than one. I now learn that his name is Mr Crode.

The converse of the statement which I have made as to reading and pronunciation is true as to writing—namely, that no person can spell an English word, however well he knows the sound, if he has never seen it written. The truth is, we are, as to letters, *blind*, and as to sounds, *deaf*. We see the letters with the outward eye, but we do not see anything with the inward eye corresponding to them. We hear the sounds of a word with the outward ear, but we do not hear inwardly and associate the real sound of the word with its representation. This one combination, or letter, *ea*, followed by a consonant in the same syllable, which I have instanced, occurs in 140 of our monosyllables. In how many other words it occurs I cannot say. But the pronunciation of every one of these words, and of every other word in the language, has to be fixed in the memory before the child can read. That is one illustration of the fact that the letters of our alphabet represent 269 sounds, which is an average of three to each letter. I have excluded all single anomalous words. Now I must take two minutes for the spelling question, although my ten minutes are up. The phase of the question I have previously considered is the difficulty of reading. The difficulty of spelling is not as three to one, but as seven to one. Thus, there is the sound *u* in the familiar word *beauty*,—a word which we will suppose the child knows, and he wishes to spell it. Well, he has to choose between seven modes of representation existing in other words bearing the same sound of *u*. Of course, he will begin by trying to spell it with the single letter *u*, as *buty*. "No." In the next place he may try *beuty*. "No, you are wrong; such spelling will not pass." He knows the word *dew*. "I think I have it now, *bewty*." "No, it won't do; try again." *View* may occur to him, so he tries *biewty*. "No; try again; don't give it up." A *suit* of clothes suggests *buty*. "No, wrong again." Then the teacher has to tell him *b-e-a-u-t-y*, beauty; and that way of spelling the word has to be fixed in the pupil's memory. Such is a very familiar illustration of the difficulty, first of learning to read—that is of choosing between the different sounds which the letters represent in other words—and the next difficulty of learning to

spell,—that is of choosing between the different representatives in other words of the very same sound that is required to be expressed. I will conclude by giving you the mathematical proof of my statement that the difficulty of reading is as 3 to 1, that is, of choosing between three sounds as to which must be employed in interpreting every letter of the alphabet; and that the difficulty of spelling is as 7 to 1 as to every sound in the language. I gave you the number of letters: 20 consonants, 6 vowels, and 86 additional letters represented by combinations—total, 112 signs. Divide the 112 signs by the 38 sounds of the English language and the quotient will be 3 within a fraction. Now for the spelling. The dividend here must be the *meanings* or *pronunciations* given to these 112 letters; and we find that they have 269 meanings, which, divided by the 38 real sounds of the language, gives the quotient as 7. I must not trespass further upon your time and attention.

Mr H. H. Butterfill said he was an engineer, and had for thirty years taken great interest in the education of the industrial classes, and had also studied the question of spelling. We live in a progressive age, and time is of great consideration to every one. When about to make a long journey or study a subject, he inquired first how long it would take.

Mr Butterfill proceeded to show that there was a waste of time in teaching children the names of the letters of the alphabet, and then in teaching them to spell and read. He contended that it was a mistake to teach the names of the letters of the alphabet at first; he would teach the *sounds* of the letters and leave the *names* for a subsequent stage. Mr Butterfill illustrated the absurdity of teaching a child that *t-o* was *too*. Spelling was mere guess work, and the result was that very few pupils learned to read intelligently. He quoted Lord Brougham to the effect that the painful spelling out of a passage in a book or newspaper, and guessing at the meaning, was of very little advantage to the reader; for if a person did not easily and rapidly understand the ideas expressed, he would in most cases give up reading in despair. He quoted from the reports of the School Inspectors as to the rarity of the power of accurate and pleasing reading. Dr Morell said: "The main difficulty of reading English arises from the intrinsic irregularity of the representation of the English language. A confusion of ideas sets in in the mind of the child respecting the powers of the letters, which is very slowly and very painfully cleared up by chance, habit, or experience; and his capacity to know words is gained by an immense series of tentative efforts."

Mr Butterfill confirmed, from his own experience, these statements as to the rarity and difficulty of intelligent reading. For many years he had prepared engineers to pass their examinations at the Board of Trade, etc., and he had been perfectly astonished to find that men of 25 and 30 were actually unable to read intelli-

gently and correctly a simple paragraph from a newspaper. The want of primary education, which was chiefly owing to orthographic obstacles, hindered working-men from passing on to higher studies, nearly the whole of the time of children at school being spent in attempting to learn to read. Teachers were not to blame for this state of things, because they only followed their instructions, the Education Act requiring them to teach the alphabet first and then words of one syllable; the result being that very few pupils could read a book or newspaper intelligently at 13 years of age.

The Chairman: I will now call upon the Rev. Wells Whitford to address the meeting. Mr Whitford is the author of one of the Trevelyan Prize Essays, and as he has been a chaplain at Madras, he will be able, no doubt, to give us valuable information in regard to the best mode of teaching Indian boys and girls to spell and read English.

The Rev. R. Wells Whitford said he had felt an interest in this question for fifty years. As a citizen of London he was proud that the School Board had taken the initiative in this matter. He was also proud as a member of the University of Oxford to see Professor Sayce in the chair, and to know that the cause of Spelling Reform had also received the full adhesion of Professor Max Müller. Mr Whitford proceeded to say that his experience of the first half of the subject under consideration—relating to practical teaching—was not so great as his knowledge of the hindrance placed by our absurd and difficult spelling in the way of missionary work, and the acquisition of the English language by foreigners. While the obstacle placed by spelling in the way of primary education was the main reason for reform, the question of the extension of our language was of almost equal importance. He desired to have the reproach removed that an Englishman could not with certainty read what he saw in print, or spell a word correctly he heard for the first time, excepting by chance. Now, it was universally admitted by foreigners that the difficulty of learning our language consisted almost entirely in the spelling. English was an easy language to learn, and fittest to become the universal language, if it were not for this one blot of spelling, which marred the whole. Without saying which system he thought best, he declared that the worst system yet proposed would be better fitted for teaching children to read and pronounce our language correctly than the present no-system. (Hear.) He was chaplain to the East India Company for nearly ten years, and in the absence of the venerable Robert Moffatt he would speak of missionary work, which he regarded as the duty of every Englishman, in order to forward a higher civilisation. The civilisation of the world was in the hands of the British nation, and every Englishman who went abroad was bound to do his utmost towards that object. Now our false and utterly absurd spelling was the main hindrance

to the English language obtaining universal currency. English was already spoken by a larger number of trading and literary persons than any other language, and it would become the universal medium of communication if it possessed a right mode of spelling. To effect this, the vowels *a, e, i*, must receive the Continental, not the English, sound. He had written an essay on the subject, and should publish it both in the common and the new type. After a complimentary allusion to Mr Isaac Pitman as one of the "fathers of phonetic printing," the speaker said that some improved system of spelling must be adopted. He then gave his experience in teaching the natives of India to read their own language in his phonetic characters, in which he had printed the Service of the Church of England and other books. By means of an intelligent system of spelling, he was enabled to teach the natives to read their language in about a month. He thought it would be better to use the word "signs" or "marks" in preference to "letters," because the latter word led to confusion from being employed to mean different things by different persons. He should continue to do his utmost for the cause of Spelling Reform, and earnestly hoped that the application for a national inquiry would give the reform a fair start. As to the difficulties, those to the true Englishman were only things to be surmounted. There was no such thing as an impossibility. Another great benefit which would result from correct spelling would be correct pronunciation. Of twenty speakers in that room no two would pronounce every word the same, because there was no fixed standard of pronunciation, nor could there be until we had fixed marks.

The Chairman was glad to see Sir Charles Reed amongst them.

Sir Charles Reed said he came to the Conference as an auditor. Probably in the evening he might give the results of his experience, especially of two visits to the United States, where he saw the beneficial working of a new method of teaching to read. He considered it a national duty to facilitate the work of learning to read now that we had made education compulsory.

Dr V. W. Bickers said he had received a letter from Prof. Max Müller the previous evening, expressing regret that he would not be able to attend the Conference. He would rather have spoken on the amusing etymological objection; but he understood that several speakers were armed for that encounter: he would therefore relate his personal experience. He was brought up in Holland, the only country in which Spelling Reform was a question of the past, for the Dutch had reformed their spelling ninety-five years ago. No reformed system of spelling would have any success unless it were phonetic; that is, the letters must be called by their true sounds, and not after the present absurd fashion. *My tea* did not spell *at*, it spelt *eighty*; *bee yew tea* did not spell *but*, it spelled *beauty*. He could solve a mathematical problem, but he *had often wondered* whether he would ever be able to learn English

now that he had learned to think. He admired the genius of the child who could make *but* out of *bee yew tea*; but he wondered at the stupidity of the teacher. As a scientific educationist, not a schoolmaster, he would prefer to hear from the teacher of his child that the stupid thing could not learn to spell in the *bee yew tea* style, for he should say that something would come out of that child. He had been at seven dame schools in the town of Rotterdam, where these infant schools were tolerably well conducted, but when his guardian came from abroad he could not distinguish between the *a* and the *o*. As a child he spoke French, and he learned Dutch in a month, with twenty-eight lessons of one hour each, and the only help he had was the phonetic naming of the letters. Some people were afraid that naming the letters phonetically would do away with the historical character of the language. These objectors could be readily answered. Why was the word *limb* written with a *b*? Was there anything historical in it? Why must the word *chestnut* have a *t* in the middle of it? If we left out the *t* our children would never know there was a *nut* growing on the *chest*. And if we left out the *g* in *foreign* the whole historical character of the English language would be destroyed. Dutch children learned to read thoroughly in a year by means of the reformed alphabet, though the spelling of Dutch was not entirely phonetic.

In answer to a question, Mr Isaac Pitman said that in his calculation he counted each combination of letters, such as *ea*, as one.

Mr Hale said the public were entitled to something like a definite statement of what the Spelling Reform aimed at. It seemed to him that they wanted to sweep away the old system, alphabet and all. That would be a Herculean task—a quarter of a century's work. But this was an age of new departures, and if we were in error we ought certainly to make amends for lost time, if possible. It was an immense object to tackle.

Mr E. Jones, in reply, reminded Mr Hale of the chairman's opening statement—that they had not met to discuss schemes. There were numbers of schemes, from the slightest deviation from the present spelling to a complete revolution, and Mr Hale would have the choice of any gradient up to the perfect ideal of Melville Bell. It was not for the Conference to lay down any law as to what should be done; that would be the work of the Royal Commission, if it should be appointed.

The Chairman: So far as the discussion upon this topic has gone, it may be summed up in this way—Mr Pitman has viewed the matter from the deductive side, and shown how difficult it is for a child by the present system of spelling to learn to read English; in fact, that an immense amount of time is consumed and wasted in the process. Moreover, I think he has also shown that if we still adhere to the present mode of spelling English, it will be necessary to teach our children by heart how nearly every

word in the dictionary is spelled. What Mr Pitman pointed out upon the deductive side has been illustrated on the inductive side by subsequent speakers, who have shown from experience, both at home and abroad, how the evil results Mr Pitman described really do follow upon the present system. I think, therefore, that the general conclusion come to by the speakers whom we have heard would be best embodied in the first resolution to be submitted to the public meeting to be held this evening namely:—

“That as the length of time now found necessary to teach children in Elementary Schools to read and write the English language with ease and correctness is attributable in a great measure to the difficulties of the present mode of Spelling, it is advisable, for the promotion of Education, that some change should be effected, in order to remedy the evil.”

The Chairman: I will now call upon Dr Morris, whose name has become familiar to every student of the English language, to introduce the second topic for discussion—“Etymology and Spelling. What is etymology? Spurious etymology. Violence done to etymology by present spelling. Spelling of Shakspeare, Milton, Spenser, and others; why was it altered?”

Dr Richard Morris said that philologists were supposed to ignore altogether difficulties in teaching reading, and to think only of themselves as if word-roots were invented for their use, which roots were said to flourish most in barren ground. He did not think that any true philologist would hesitate to prefer a system which would enable reading to be learned in less time. At one time he was a great advocate for preserving the “historic spelling.” He had now quite left that ground, and went with those who advocated a change of spelling. Dr Morris related an anecdote of a Swede, who, when writing of English eccentricities of spelling, said, “The English are said to pronounce *colonel* as *kurnel*, but I don’t believe it.” He did not think that anything could be more clumsily contrived than English orthography. Scientific etymology was a study which would have to be patiently investigated by those who cared about it, and it was absurd to expect to find etymological roots in the spelling of the common words of the language.

Dr Morris instanced many examples of deceptive etymologies based upon bad spelling, most of which will be found in his evening inaugural address.

The Rev. Castle Cleary said that when eminent etymologists like Dr Morris and Professor Max Müller (who was a tower of strength) preferred phonetic to historic spelling, lesser men might well keep silent. For himself, he might say that the movement for Spelling Reform came to him like a sunbeam at the present time, when he had just concluded a long course of investigation in abstract language. Professional philologists would always be able to pursue their favorite study in books: then why should we

not get rid of the present troublesome, complicated, and useless spelling? The speaker attempted to illustrate, by a diagram, some of the results of his inquiry into the inner meaning and power of language. He intended to publish his system by which he endeavored to make the meaning of words almost intelligible to the eye. It was not necessary to preserve our traditional spelling, because the meanings of words were entirely independent of the mode of their presentment to the eye. Every language had the same meanings under different sounds.

His book, to be called "The Visible Origin of Language," would amply justify any action that might be taken upon the subject of Spelling Reform, even down to pure phonetics.

In reply to a question, Mr Cleary said he could not name the publisher at present.

Mr Tito Pagliardini gave some examples of the etymological errors and misleadings of so-called "historical" spelling. There was scarcely a word in which there was not some useless letter that was not sounded, and that was generally declared to be the etymological letter. Take the word *physic*, in which the *ph* were supposed to indicate its Greek origin. He denied it, for in Greek the first sound was indicated by a single letter and not by *ph*. The *y* did not prove its Greek origin; and the final *c* was *k* (*kappa*) in Greek. He instanced the Italian language in proof of the advantages of phonetic spelling. The Italian people had always been phoneticians, for they insisted upon writing phonetically, and thereby showed their good sense. The consequence was that he could read Tasso and Dante in the very pronunciation of those poets. This could not be done with Chaucer and Spenser. English traditional spelling often represented only printers' errors, or the conceits of dictionary-makers; and he instanced the *b* in *lamb*, the *g* in *sovereign*, and the *u* in *parlour* and *neighbour*. The people who stuck so tenaciously to the *u* in *honour* and *favour* knew nothing about its origin or meaning; they did not even go by the dead fact, which was what governed most narrow-minded people. There were about 400 or 500 words that ought to end in *our*, and only about forty in which the etymological *u* was insisted upon by the public examiners. Who would dare write *tutour*, *emperour*, and *doctour* with a *u*? These words might be supposed to come from Latin, though they came through French. To be consistent, we must omit the *u* from *favour*, *honour*, and *color*, or insert it in 400 other words. There was hardly a word that might not be pulled to pieces by the critical etymologist. Bad spelling was injurious like everything else false and misleading. What we ought to have is truth in spelling—a photograph of the spoken language. When a person went to a photographer he did not expect to have a pug-nose substituted for his aquiline, or a forehead vilely low if the sitter had an expanded brow; nor would it satisfy him for the photographer to say, "This is your conventional forehead." 11

the photograph had to be colored, you would not allow the photographer to put the red on your nose instead of upon your cheek, or put green into your eyes and call it blue. The alphabet should be like a palette, containing all the colors necessary to represent the language. Every people ought to be able to draw from their alphabet color, sounds, or symbols, to depict their words truthfully, and not be forced to take a blue symbol and call it green. Etymological spelling was the reverse of this; it was spelling words according to fancy, and not at all according to truth. He believed that whatever system of phonetic spelling were adopted it would be a gain to philology. The true philologist would learn more in the comparison of languages from a truthful representation than from a system of false spelling. After Italy, Spain was the next nation to produce a work in comparative philology. Phonetic spelling, the speaker concluded, did not interfere with philology; and the true philologist despised bad spelling.

A gentleman instanced the word "acorn" as another proof that wrong spelling actually obscured the right etymology. Through spelling the word with an *o* people thought it was a combination of *oak* and *corn*; but it had nothing to do with oak and corn, but was simply the Gothic *akran*, which meant a fruit.

Mr Ball thought that such writers as Dean Trench, and others who had followed in his wake, had done much to increase the appearance of the historical difficulty. Dean Trench made the mistake of ascribing the beauty of words to their spelling instead of to their sound. We should not lose the beauty of the word "home," for example, if it were phonetically spelled, and home in a phonetic dress would be just as dear to us. We should avoid Dean Trench's error of supposing that spelling words in a different way would destroy their beauty, poetry, and life, if we remembered that the sound of the word and the idea attached to it, and not the mode in which it was spelled, was the essential consideration.

A gentleman said he wished to ask Mr Pitman a question. A number of words had been mentioned containing the same vowels but sounded differently, such as "head," "heard," "beard," etc. Would it not be better to alter the pronunciation? (Oh, and laughter.—A voice: Why not alter the man to make him look like his portrait?) The pronunciation which prevailed in the metropolis was not the pronunciation of the whole world. He begged leave to say that the pronunciation of the Northern Counties was better than the pronunciation of the metropolis. It was the real Saxon, the etymological pronunciation. The words Mr Pitman had mentioned were nearly all Saxon, and in the Northern Counties they were pronounced as spelled. ("No.") He begged to differ. "Breast" was pronounced "breest," and not "brest." Let us see if we can adopt a uniform mode of pronunciation.

Mr Pitman replied that there would be a reflex action from phonetic spelling in the direction the gentleman wished. Phonetic

spelling would alter and correct the pronunciation of many words. The words he gave containing *ea*, now sounded with *ee*, were formerly pronounced with *ai*, as they are still in Ireland and by the lower classes in England. In the large number of words in which *ea* is sounded short, as "bread," "dead," "stead," etc., he would retain the short sound, and the look of the word would not be much changed; there would be merely a useless letter thrown out. Everybody could read *bræd*, *dæd*, without the *a*. Another day—not now—he would advocate the restoration of the ancient *ai* in every word spelled with *ea* where it was sounded long, saying "praich" and "praicher," not "preech" and "preecher." But he did not mean to change his pronunciation just now.

Mr W. Storr hoped the Conference would give no encouragement to the suggestion that any changes of accepted pronunciations were involved in the reform advocated; indeed, any such changes would land us in difficulties as great as those they would obviate. But the suggestion, coupled with a question that had been asked, showed the desirability of defining the objects aimed at. The first was the elimination of useless letters, which was supported by the highest philological authorities; the next was the representation of sounds by signs—letters or combinations of letters—which did not represent any other sounds.

Mr E. Jones said that as Honorary Secretary of the Conference, he had received a great many applications for permission to present schemes to the Conference; the Committee had therefore obtained the permission of the Society of Arts to have the use of the room to-morrow to discuss schemes, as suggested by Mr Storr and Mr Hale, supposing it should be the general desire.

The Chairman took a show of hands, and it was agreed to hold another meeting on the following day at 11 o'clock.

The Chairman, in summing up, said, So far as he could see, the upshot of the second topic was this—the advocates of the present system of spelling can get no help or support from the scientific philologists. In the first place, our present spelling does not help a man to discover the etymology of words to any great extent; in fact, the number of cases in which it suggests etymology are counterbalanced by the number of cases in which it suggests the wrong etymology. In the second place, the object of a system of writing of any kind is not to be an etymological dictionary. If we are to turn a system of writing into a repertory of etymologies we shall find no end to the process. Hence I think that so far as the discussion has gone it would show that the second resolution, which is to be proposed to-night practically embodies the general opinion of the speakers.

Dr Gladstone, on being called upon to introduce the third topic,—"Means of Introducing an Amended System of Spelling. Government sanction indispensable. Would it be necessary to send the present generation to school again? Would existing libraries be

come useless? How have changes in Spelling been brought about in the past? Should educated persons be invited to use the Amended Spelling, in writing and printing, etc.,"—said that intelligent objectors were almost sure to bring up the etymological difficulty, and the Conference had done great service by completely meeting and removing that objection. This Conference had been convened by the first philologists of the day; moreover the philologists of America were with us in this matter; it would therefore be impossible for objectors to again assert that Spelling Reform would destroy etymology. It was as a philologist that he first took up the question, because he was a philologist long before he was an educationist; but seeing the importance of Spelling Reform, he desired to see carried into actual practice what he had long believed to be true in theory.

Amongst the unintelligent objectors were those who said it would be necessary to send the present generation to school again. In one notable place it was said that the present generation must go to school again to learn their "grammars" afresh. It was an entire mistake to suppose that it would be difficult for the present generation to learn any particular scheme of Spelling Reform which might be adopted. We might divide the community into three classes—the clever fellows, the common-place in intellect, and the stupid ones. Now he would engage that the schemes of Mr. Pitman, Mr Ellis, Mr Jones, Mr Butterfill, or any other would not trouble the clever fellows; for they would be able to read anything straight off without instruction. As for the common-place people, a lesson of about an hour would enable them to master the new scheme of reading. The stupid ones would require more than one lesson to get it into their brains, for they would have to learn that the sounds of words were not necessarily associated with any particular forms of letters. Perhaps half-a-dozen hours' schooling would be enough for such persons. As an illustration of the ease of reading phonetic printing, Dr Gladstone mentioned that a friend of his read the first three lines of Mr Pitman's phonetic reprint of Max Müller's *Fortnightly Review* article, before he discovered that it was new and true spelling.

Then it was said that the existing libraries would become useless. Dr Gladstone showed that this fear was unfounded, remarking that we were able to read books in black letter and in obsolete spelling. When Spelling Reform was carried, as he felt sure it would be some day, it would neither sweep away the existing literature nor would people suddenly forget the old spelling. These and other objections vanished when looked in the face. Of course, the means of introducing an amended system of spelling presented a difficulty, but, as Mr Whitford had said, a difficulty to an Englishman was a thing to be overcome, when there was a necessity for the change; and we had made up our minds in this case that there was a necessity for a change. The difficulty was

therefore only a tonic encouraging us to put forth all our powers. As to the particular way of making the change, there might be different opinions among them; but they were all agreed in the desirability of asking for the appointment of a Royal Commission of Inquiry. There was a double reason for making this request; first of all, it was certain that the Government would have to play an important part in the question. The Government could assume three different attitudes toward the question; it might discourage and actually prohibit any change; or it might sanction, or simply favor, the change. At the present time the Government was discouraging and actually prohibiting change in a great many cases. In our elementary schools, in which six-sevenths of the children are educated, the children were compelled to spell—he would not say according to any standard, because there was no standard of English spelling, but they were required to spell according to what the Inspector of that district considered to be the right way of spelling. (Hear.) If the Inspector thought that “honour” should be spelled with *u*, he would pluck a child who spelled it “honor.” Through the action of Her Majesty’s Inspectors it was necessary to grind these children in spelling even in the lower standards; and unless they passed tolerably in spelling in these lower standards they never had a chance of rising into the higher departments of the school. Then in the Civil Service examinations more candidates are plucked for bad spelling than for all other things put together. What a strange anomaly! Many young men who would make excellent servants of the State were rejected because they could not pass the spelling ordeal. It was difficult to say what the ordinary spelling was. If a Civil Service candidate ventured to spell according to Johnson’s Dictionary he would certainly be plucked; so he would if he did not repeat the etymological blunders that Johnson made, such as putting an *s* in “island,” the *g* in “sovereign,” etc. Dr Gladstone insisted upon the importance of the Government allowing freedom of action in this matter, or better still, do as the Dutch Government did: favor a change of spelling so as to bring it into accordance with reason and convenience. A Royal Commission would have a certain power and authority in the selection or recommendation of the best scheme. We all had our notions about spelling and pronunciation, and he anticipated that the adjourned Conference for the discussion of schemes would be an interesting one; but we did not want a civil war upon the matter. We had a great enemy to fight, and must not get to fighting amongst ourselves. We cannot settle it amongst ourselves; but if the Government choose to appoint a Royal Commission, and bring together a great number of educationists and philologists, who would collect and digest information, and speak with authority upon the matter,—then there were statesmen on their side such as Robert Lowe, whose admirable letter had been read, and there was another statesman whose name he (Dr Gladstone)

bore, who had also expressed his opinion as to the utter absurdity and perplexity of the present English spelling, and the obstacle it placed in the way of foreigners who desired to learn our language;—these and other men in high places would give the matter their attention. He was astonished to see how the question of Spelling Reform had advanced of late, and he felt sure that we should have the co-operation of the great majority of educated persons, who must be invited to use the amended spelling; and then it would not be long before the public would go with us, and then we should carry the point.

The Chairman:—I hope Alexander John Ellis, our great authority on phonology, will give us his opinion on the subject.

Mr A. J. Ellis said that at that late hour of the afternoon he intended to keep strictly within his ten minutes of time. The question they had especially to consider was—the means of introducing the amended system of spelling. Of the other points brought forward in the agenda it was necessary to say very little, because everything turned upon the means of introducing the amended system. They would recollect that Mrs Glasse in her celebrated receipt for cooking a hare, recommended that they should first catch it. Now we want first to catch the amended system of spelling. There were a great many hares running wild in that respect, and we wanted to set a good pack of hounds to work to pull down the right hare; and that pack of hounds, if he might be allowed to use such a disparaging simile, was a Royal Commission which would thoroughly investigate the different systems, and determine whether any one of them was practical, and then carry out the wish of those who wanted an amended system of spelling. Their wishes were these—that the amended system should make it very much easier to learn to read; secondly, that it should make it very much easier to learn to write; and thirdly, that it should teach everybody who sees a word and has learnt to read, how to pronounce it. On the previous day he went to a very good school in which he was delighted to see so much done by McCulloch's reading-books to teach reading in a comparatively short time according to the present orthography; but the pronunciation was detestable. He had never been in such an atmosphere of Cockney pronunciation before. It was in the north of London. The mispronunciation spread to some of the teachers. There were certain subsidiary things that we also wished. We wish to preserve the utility of our present libraries. He had been working at Spelling Reform a quarter of a century, and so had Mr Pitman. He (Mr Ellis) was so conservative that he would not alter a single letter, and he would allow the two or three different ways of spelling which existed amongst different writers and printing-offices. He would not hammer out the double *l* in "traveller," or the *w* in "honour," which was the wrong letter to hammer out. *The present spelling must exist upon its own merits, and the only use*

he would put it to would be to read from it, not to write in it. The amended spelling we require is a system which all those who can read in the present spelling should be able to read at sight; and it should teach all who could read at present to pronounce the words of the English language according to the received pronunciation.

For the last three years he had been making careful inquiries as to what is the pronunciation all over the country, and he had come to the conclusion that if there was a mispronunciation of English anywhere it was that which he was now using. But that mispronunciation was a conventional system altogether; it had grown up entirely by artificial means, and it would have to be propagated by artificial means, and, being an entirely artificial chattering, there was a possibility of preserving it by artificial means. It would be a great blessing if we could get everyone to speak alike, because it was the living language and not the dead letter that we cared about. This led him to the way in which it should be introduced. It should necessarily be introduced, of course, in teaching to read in schools; and, in order to be introduced in schools, it was necessary, as had been pointed out by Dr Gladstone, to have Government sanction. Why? Because it was the Government which paid the capitation fees, and the schoolmaster would not teach anything that did not bring in those fees. That was the reason why we must have Government assistance. But how could we go to Government with our pack of hares, and say, "You must have this or that system; you must adopt the plan of Mr Pitman, or Ellis, or Jones, or Mr Thingumy?" That would be of no use. Government would say, "We must have a competent tribunal, which would present a system fit for us to enforce in schools." That was the reason why the conveners of the Conference had deprecated the introduction of any particular system. It was the *principle* of having an amended orthography which we wanted to enforce and to induce Government to take up and thoroughly investigate in the only legitimate way—by a Royal Commission. That Royal Commission would, of course, not only say whether they would have a new system or not, but they would also be able to advise the Government that that system should be one for which schoolmasters should receive capitation fees, and in which Civil Service Examiners should allow students to pass.

Then came another question as to spelling. In the Spelling Bees it was absolutely necessary, not to say that they spelled right, but that they spelled according to a particular dictionary; and generally Nuttall's dictionary was used, perhaps for the reason that it was the cheapest rubbish they could buy. It was necessary that another plan should be adopted. Whatever the system of spelling introduced, and in whatever direction alteration took place, it must be in the direction of showing the pronunciation. ~~As~~

what had been said by such eminent philologists as Professor Sayce, Dr Morris, and others, the alteration could not be in the direction of showing the histories of words. That was absolutely impossible. He had tried to imagine a way in which it could be done; but he found it totally impossible. You cannot teach a person the relation of a word to a language which he knows nothing in the world about. And then if he did know something about it, it was a very difficult, slow, and laborious task. There was nothing which required greater acumen, research, and patience, and the examination of a vaster number of details, than philology, and that was supposed to be taught by spelling words outrageously. Therefore the thing that had to be settled was—what pronunciation should we make use of? Yesterday afternoon he heard read the sentence, "The whale is a great fish," for which the writer ought to be whipped, because the whale was not a fish; and it was pronounced thus: "The *wile* is a *grite* fish." We should have to decide on many points of pronunciation, such as whether to say *wale* or *whale*, *wich* or *which*, *weal* or *wheel*. Therefore it would be absolutely necessary, in order to carry out a reformed system to the full, to recommend not only a system of spelling, but a pronouncing dictionary, with lists of words in the old and new spelling, so that people might know the spelling that would pass—that is to say, the spelling we would allow to have equal value with the old spelling, which was, in fact, a modern spelling, for it was not a hundred years old. He had spent the last ten years in examining the changes of English spelling and pronunciation, and he affirmed distinctly that it was different from Chaucer's or Spenser's or Shakspeare's: for we had not their spelling. Spenser made an absurd attempt to imitate the old spelling; he wrote a language which was an invention. We have not Shakspeare's spelling; we have only his own name, which he spells in one way [as above] and we in another [Shakespeare]. Not only spelling but pronunciation has altered from Shakspeare's time, and even from the seventeenth and eighteenth centuries. Hence we must settle not only the system of spelling, but the system of pronunciation; and when we have settled the last in connection with the spelling, which must have a decided phonetic meaning, then we shall have a chance of continuing the pronunciation; but it must always be understood that if the pronunciation changed, the spelling must change with it. Such change would be no absurdity and no inconvenience; the only inconvenience would be the attempt to stand still, and leave our spelling unaltered while the pronunciation changed. For instance, there was the splendid spelling of the Russian language entirely phonetic in intention. Yet the Russians had allowed the spelling to stand still while they altered the pronunciation continually, and this had made it difficult to pronounce Russian. So it was in many other languages. *Although the Dutch had arranged their spelling very well, they*

had not ventured upon varying pronunciations ; they kept to one spelling, although there were very peculiar rules for altering the pronunciation of letters in conjoined words. Phonetic spelling was not thoroughly developed in the Dutch language. How far this should be carried was another question ; but we can do nothing without a Royal Commission. Bishop Temple said the only thing to do was for educated people to set to work and say, " We will have this spelling." He (Mr Ellis) believed that no six educated people would agree upon the same system of spelling. In all his life he never met with two persons who pronounced all the words of the language which they had in common in the same way ; and they would not write them in the same way. A writer in the " Penny Cyclopædia " said it was absurd to suppose that anyone consulted a dictionary ; people spelled as it appeared to them right. But, as Mr Sayce had pointed out in a letter to the *Academy*, an author's way of spelling did not appear in his books, but the custom of the printing office. He (Mr Ellis) had had books printed at some of the greatest printing-offices, and it was always a trouble to get his spellings adopted. Spottiswoodes gave notice that they did not follow either the author's orthography or his punctuation, unless ordered to do so. Printers not only gave the author the trouble of correcting their mistakes, but they made him pay for it. All this would be remedied as soon as there was Government authority for spelling and pronunciation. A printer recently showed him as his authority a dictionary which was a " trade " mixture of Walker and Webster, and was not worth the paper it was printed upon ; and yet upon such authority they founded their system. But it was necessary for the printer to have a system of spelling ; it was impossible to pick up types quickly when spelling was unsettled. As soon as Government gave authority for an amended system of spelling to be used in schools and in Civil Service examinations, the printers would follow suit.

The Rev. John Curwen (of Tonic Sol-Fa reputation) said he had fought this battle for the sake of Sunday-school children thirty-nine years ago, and he knew the difficulty of it. He was distressed to see children trying to learn to spell. He wanted them to learn to read as soon as possible. The plan he adopted was to throw away spelling altogether, and to teach the children syllables. This was a rough-and-ready way, but it accomplished the desired end. The plan had since been adopted in many places. Since then he had, through studying the plan of Miss Glover, been engaged in introducing a new way of writing musical sounds. He had tried to teach people to sing in the simplest way by a new way of writing music. He met with exactly the same objections that were raised against the present movement. There was nothing so dreadful to some people as an alteration in the way of writing a thing down. Now, the great point in music, as

in writing, was not the symbol but the *thing*. When once you have taught the *thing*, any mode of notation could be adopted, but in the process of teaching, the notation must be as simple as possible. One of the great principles of the art of teaching was, that directly you have planted an idea in the mind of a child you must give it a name and a sign. We must, therefore, have a notation. He felt sure that the only plan of introducing this reform would be by teaching pronunciation to the little children. We must have speaking classes before we have reading classes. Even with the present awkward spelling he had observed that the children who had the best ears for sound learned to read the best, and this would be particularly the case with phonetic spelling. If the Government would allow phonetic spelling to be adopted as far as the first and second standards, then he could promise that in the third and fourth standards, the children would be better spellers on the old plan than they were at present. They would also have the advantage of having been taught to pronounce well. Time would be gained, not lost, by beginning with phonetic spelling. We must not attempt to upset the old system for a moment. He was glad to hear Mr Ellis say we could not do it. We could not cancel the stores of knowledge in existing books. It was impossible to upset the old system. The two methods must move together; they must be concurrent. Let the new method be as simple as possible; do not trouble about its being like the old method. Let it be as true to sounds as you can make it. Teach first the true thing, and when the true thing is taught any sort of signs would be easily mastered.

Dr Morris having taken the vacated chair,

Mr Councillor Wooller, of Darlington, said the Conference was very much indebted to Professor Sayce for presiding, and he had great pleasure in moving a vote of thanks to him for his services. Mr Wooller thought they had made progress with the question. Now that education was compulsory, it was imperative to remove obstacles from the path of knowledge, and not expect children to make bricks without straw.

Colonel Clinton seconded the resolution, and it was carried by acclamation.

Price 1d.]

[8d. per dozen.

REPORT OF A PUBLIC MEETING ON SPELLING REFORM,

*Held at the Society of Arts, Adelphi, London, on Tuesday
evening, 29th of May, 1877.*

The Rev. Dr R. Morris presided, and delivered the following address :—

We meet together this evening to take into consideration the question of the advisability and necessity of making some changes in our English spelling so as to get rid of the numerous inconsistencies and anomalies and consequent difficulties to those who have to make use of our orthographical system. We meet together not only as educationists or philologists, having a direct personal interest in the question, but also, with respect to the act of benevolence to the young of our species that this question mainly contemplates, as philanthropists.

At this meeting we want, if possible, to do something—however little—to remove the prejudice, altogether unreasonable, that exists in the minds of many against any change of orthography, and especially against any consistent alphabetic spelling based on phonetic principles.

Those engaged in the work of teaching know full well that the question of Spelling Reform has an important bearing upon the education of the young. Reading is the beginning of a long course of mental training; it is the first great step a child takes after an acquaintance (partial though it be) with its mother tongue, towards the further acquisition of knowledge. This first step, one would naturally think, should be made comparatively easy; no unnecessary obstacles ought to be allowed to lie in and obstruct the way. The path should be rendered as smooth and as agreeable as possible, and not unnecessarily laborious and painful. But by reason of the numerous anomalies, defects, and irregularities of representing the spoken language, learning to read is anything but an easy and pleasant task; it is surrounded on all sides with difficulties and stumbling blocks. Adults who by some good fortune or other have become proficient in the subject and have managed to master the intricacies of our orthography and have become what is rarely found, good spellers, no longer have a true appreciation of the obstacles they have surmounted. All the severity of the previous toil is forgotten and they feel little or no compassion for the young learners who are daily undergoing the drudgery and wear-

someness imposed upon them by the mistakes and blunders of past generations.

Notwithstanding all the manifest shortcomings of our spelling system, most people seem to have a marvelous veneration for it. They seem to imagine it to be endowed with a wonderful faculty of producing mental culture. Speaking lately to a friend on the subject of Spelling Reform, he pooch-pooched the mere suggestion of any alterations and calmly assured me that all sensible people looked upon our alphabetic arrangement as too good a means of mental discipline to allow it to be tampered with or doctored up by the hands of spelling reformers. The very complexity of our orthography, with all its puzzling irregularities and whimsical caprices, rendered it, he thought, a most important and valuable factor in training the mind of the young, and should therefore be retained in spite of all opposition to the contrary.

Those who take this view of the subject, and they are not a few, lose sight of the fact that discipline is only a means to an end, and where no end is gained the so-called training is merely imaginary. This objection to a reformation in spelling might have had more force were the whole business of school-life to consist only in learning to read and to master an absurd system of written symbols. It might have had greater weight a century ago when every school-boy was not expected to possess so much varied information as at present. Now, many subjects are claiming a place in the curriculum of school work: languages, ancient and modern, literature, mathematics, natural science—all these are demanding a share of our scholars' time and attention. Our pupils having then so much to learn, they ought not to be needlessly detained at the very threshold of instruction and knowledge by a clumsy and antiquated spelling.

If a child be taught to read well it has acquired a valuable instrument for gaining information, and of gathering for itself fresh stores of learning from the labors of the past as well as from the present; but if only imperfectly taught, then a check is placed upon further advancement, and the child's future progress and enlightenment will be very slow, or, what is more likely, will be wholly impeded. The difficulties that beset our orthography do undoubtedly impair the efficiency of good teaching and hinder the progress of the work of education.

Our elementary schools are under the care of trained and efficient and proved teachers, who have been taught how and what to teach, who have studied and practised various methods of imparting instruction. Reading forms one of the principal elementary subjects of instruction by which grants from the State are earned. In spite of all the difficulties that have to be overcome, one would suppose that in these schools the children who most need it do acquire the ability to read correctly, fluently, and intelligently. *Statistics derived from the reports of her Majesty's Inspectors of*

Schools show that the bulk of the children educated in elementary schools with State aid, in whose behalf three and a-half millions are expended yearly, leave school without being able to spell accurately or read with intelligence.

One Inspector writes: "I seldom hear pleasing reading. In many cases the fact that the child is not thinking of what it reads, but of how the next hard word is to be pronounced, deprives the reading of all naturalness."

This deficiency cannot be owing to the teachers of our elementary schools, who as we have seen are well trained for their work; but they fail (if they can be said to fail in doing what is well nigh impossible under the circumstances) because they are provided with a bad instrument to work with, and the failure is wholly due, to use Lord Lytton's words, to the "lying, round-about, puzzle-headed delusion in our accursed system of spelling."

It has been said that we love our alphabet and cling so tenaciously to it because it is so thoroughly English. Never mind its chaotic, inconsistent, and imperfect character, never mind its inability to meet the needs which first gave rise to it. It is our own in spite of all its manifold imperfections. If we alter it we shall make English look like some foreign tongue. It will have an outlandish and ugly look. There are some people, indeed, foolish enough to claim a divine origin for the alphabet; they have no idea that alphabets have been the outcome of the necessities and intelligence of man; rude enough in their first stage—mere picture-writing, of which we have abundant traces in the hieroglyphics of the ancient Egyptians and in the present ideographs of the Chinese, which has 3,000 characters to represent 500 syllabic sounds. There are in this language 1,100 ways of writing one sound (6). In this tongue orthographic differences are absolutely necessary—but we do not see why English should try to imitate the diversity of Chinese orthography.

The old Egyptians and Assyrians made a great advance upon this clumsy contrivance for representing spoken sounds, and devised a syllabic alphabet from which the Phœnicians and other Semitic tribes have worked out a purely alphabetic and phonetic system, which was adopted by the Greeks and Romans, to whom we are indebted for our symbols. When the Roman alphabet was adopted by our forefathers it was no doubt a phonetic alphabet, and sufficed to represent with some few additions all the elementary sounds of the language.

At a very early period, however, our orthography got into disorder from various causes, such as differences of dialect, etc. The Norman Conquest introduced a great element of discord, not at all lessened by the sudden growth of dialects, each of which had its own system of spelling.

There, indeed, arose in the twelfth century a reformer who tried to introduce a uniform system of orthography. I allude to the

author of the *Ormulum*, whose work is a mine of philological wealth, because he was a Spelling Reformer, and had adopted a consistent representation of the sounds made use of in his own dialect.

The Norman Conquest introduced a large number of new words into English, and with this increase of vocabulary some few new sounds were brought into the language, but no attempt was made to represent them by new characters and fitting symbols.

If we had kept the French orthography for French words, things would not have been so bad as they are, but we most absurdly altered pure English words, as if out of compliment to French orthography.

Harangue is of French origin, but *tongue* is native English, and has no more claim to a *u* than *lung* or *tongs*.

An American writer observes: "Caxton's printers were Dutchmen, and we are now suffering the consequence. We have two words spelt with the Dutch *æ* (*canoe* and *shoe*) neither received from Dutch; but this perhaps enhances the compliment."

At a later period we had a large influx of foreign words from Latin, Greek, Modern French, etc., which tended, with other influences, to load our writing with anomalous spellings, from which we have tried at various times to free ourselves, but in vain; and we still endure the thralldom, and we cling to this false and absurd system, and will not change our written signs though they violate the very purpose for which they were originally devised—namely, to represent the spoken sounds of the language. "Our alphabet violates the true relation of written to spoken language."

Professor Sawyer says: "The alphabet might be creditable to Shem, but it does not answer our purposes, and it is a disgrace to civilisation to continue our patronage of it. It is the gift of barbarism to civilisation, and in adapting it to our wants we have made it tenfold more barbarous than before."

The numerous inconsistencies in our use of the letters of the alphabet make our orthography a lying spirit to deceive those who use it; and we seem willing to listen to its voice. One object of education is to train the observing powers of a child, and to teach it to reason from the facts that come within the range of its experience. Our alphabet, with all its glorious uncertainties, only tends to mislead and deceive the observing powers. From the written symbol the child ought to be able to deduce the proper sound; but when one symbol represents three or four sounds, and the same sound is represented by from five to twelve or even more different symbols, how is a child to get any help towards the sound from observing the symbol? It is said that only fifty words in English are written as they are pronounced, [are pronounced in accordance with the names of their letters,] so that the eye is the organ used (as in Chinese) in learning to read.

An American writer calculates that the sound *sh* in *shall*, which

occurs in 3,447 words, is represented in twenty-two different ways. "A simple symbol to denote this sound in English is extremely desirable. Its use would save in the aggregate a vast amount of mechanical labor in writing; it would simplify orthography; it would tend to unify pronunciation; it would diminish the labor of both teachers and pupils, and at the same time increase knowledge; it would reduce the cost of printing at least one per cent, saving the cost of one volume in every hundred, and the cost of one entire edition of a daily paper in every one hundred days."

The digraphs are a great source of difficulty, though they were devised to help the simple letters. They are employed without rule or reason: *meat, break, bread; do, doe, does, dough, doughty.*⁽¹⁾ In fact, we have tried to accomplish an impossibility by endeavoring to write forty-three sounds [38] with twenty-three letters. All this difficulty might be got over by an enlarged alphabet—by having one symbol for one sound, and by giving one sound only to each symbol. But this involves some alterations in the existing system, and the advocates of the present spelling say that any change would not enable us, as now, to distinguish homonyms (words having the same sounds) by different spellings. We should not be able to discriminate, as now, between *to, too, two; rite, wright, right*. One rather witty person observed in a scholastic paper, that *forefathers* would not be distinguished from *four fathers* (no doubt the proposer of the riddle, Where is mention made in the Bible of five sleeping in one bed?)⁽²⁾ Though homonyms have different origins, it is by no means necessary to discriminate them in writing; in the spoken language we make no distinction, and the sense guides us, and renders orthographic distinction unnecessary. Nor does our language by any means always distinguish them. Thus we have two *cleaves*, two *bears*, three *founds*, three *meats* (*meat, meet, mete*), six *sounds* (to fathom, healthy, a tone, a strait of the sea, a probe, a cuttle-fish), and *box* has eight meanings. Prof. Whitney says: "Of how infinitesimal value then is the Chinese principle as introduced into English usage! We may blot out every vestige of it from our vocabulary to-morrow, and it will never be missed; the written language will still continue to be as good as the spoken; and if anyone is not content with that, let him migrate and learn another tongue."

The advocates of historic or etymological spelling are the loudest in their outcry against any innovation in our present orthography. It seems to be the greatest bugbear of all. Etymology deals with two things: with the form and the meaning of words. It is the business of the etymologist to get at the oldest form and meaning of a word by a reference to the historical documents of a language, or by a comparison of kindred tongues. The philolo-

1. A boy once explained *doughty* as "a mixture of flour and water." He was thinking of *doughy*.

2. The answer is—Abraham slept with his forefathers.

gist depends upon the written symbol for discovering the original spoken form, and on account of not knowing the exact sound represented by the symbol he is often deceived and misled in his investigations. Had the form always followed the sound, and had the spelling changed as soon as there was a change of pronunciation, the etymologist would have been vastly helped in his researches and considerable light would have been thrown upon the conditions of the spoken language. For getting, as I said, at the oldest form of a word, we do not depend on our present orthography. We have documents in an unbroken line from the time of Alfred the Great to the present. Were we to write *ov* instead of *of*, and *nove* instead of *knave*, and *rite* for *right*, the etymologist would not suffer. Older records of our speech would give us all the information we want. *Live* and *love* were originally written with an *f*; *lord*, *lean*, *laugh* and many others had an initial *h*; *hie*, to hasten, had a guttural as well as *high*; *not* had an original *gh*; *nail*, *tail*, *fair*, etc., have dropped an *h*, and yet we know something of the etymology of these words. If we are to preserve the etymological spelling as *might* and *sight*, then let us put a guttural in *may* and *see*, where it originally was. To strike out the *l* in *calm* and *talk* seems sacrilegious; yet without injury to the etymology we have dropped it in *which*, and *such*, and *each*, but unluckily put it in *could* in defiance of its etymology. It has been said that our beautiful orthography leads people up to etymology, as though spelling *knave* with a *k* would make one an Anglo-Saxon scholar, or writing *philosopher* with *ph* would make him a Greek scholar. But we have not to make etymology easy, it is a scientific study and needs patient investigation and research. Those who know something of French, Latin, and Greek have at hand means of determining the original form and sense of many of the words they use; but as a rule these words are not difficult. It is the commoner words that require etymological analysis and do not carry their original form upon the surface, and those who want to know the history of these words must consult the works of those who have treated the subject, or they must make a separate study of it for themselves. But unfortunately our spelling is often etymologically misleading, as in *sprightly* (from *spirit*), *sovereign* (from *supernus*), *island*, *scicle*, *ice*, *whole*, *wretch*, *ridge*, *could*, *thumb*, *lanthorn*.

Doubt and *debt* have often been adduced as examples of etymological spelling. These words tell a downright falsehood; they do not come from Latin direct, but from Latin-French, and are written in French *doute*, *dette*; and why not spell "spout," *spout*; "pont," *pout*. Many *e*'s have been dropped because having become silent they are no longer wanted, as in *star*, *son*, *moon*, *heart*; yet we uselessly keep up an *e* in *tongue* and *name*. Reform the spelling and the word will come nearer the older form and nearer to the etymology, as *tung* for *tongue* (O. E. *tunga*), and

for *son* (O. E. *Suna*), *house, wife, bone* (O. E. *hus, wif, bon*) ; *gouht* written *auht*, (O. E. *ah̄t*), *honour* (O. E. *honur*). Prof. Whitney says of this word, "We look upon the *u* (or *o*) with a kind of wondering awe, as we do upon the superhuman delicacy of organisation of the true princess in Andersen's story, who felt a pea so painfully through twenty mattresses and twenty eider-down beds." Reform the spelling and let the form follow the sound, and we should train the ear, as well as the eye.

"A consistent spelling," says Prof. Whitney, "would awaken and educate the phonetic sense of the community."

"We are, then, clearly of opinion that a phonetic orthography is, of itself, in all respects desirable, and that there is no good reason against introducing it, save the inconvenience of so great a change. Every theoretical and practical consideration makes in its favor."—Prof. Whitney's "Oriental and Linguistic Studies," Second Series, p. 199.

Sir Charles Reed, LL.D., Chairman of the School Board for London, moved the first resolution:—

That as the length of time now found necessary to teach children in Elementary Schools to read and write the English language with ease and correctness is attributable in a great measure to the difficulties of the present mode of spelling, it is advisable for the promotion of education, that some change should be effected, in order to remedy the evil.

He said that for many years he had been considering what could be done to shorten the process of learning to read through all the perplexities and anomalies of our difficult orthography.

In his address to the Social Congress at Brighton in 1875, he called attention to the subject of English spelling and in his report to Parliament upon the Educational Exhibits in the Philadelphia Exhibition, 1876, he had urged the importance of an inquiry under the authority of Parliament. That the question was not a new one, he quoted Dr Isaac Watts, who in the preface to his "Art of Reading and Writing English," 1740, says: "As for spelling, how wretchedly it is practised by a great part of the unlearned world! For, never having attained a good knowledge of the general force and sound of the English letters, and being utter strangers to the derivation of words from foreign languages, they neither spell according to custom, nor to the sound, nor to the derivation. When they have learned the use of a pen they make such a hideous jumble of letters to stand for words that neither the vulgar nor the learned can guess what they mean."

He also referred to Franklin, Johnson, Jacotot, Pestalozzi, Mrs Trimmer, and lastly the Edgeworths, who themselves proposed a plan. Richard Lovell Edgeworth says: "As it is usually managed, it is a dreadful task to learn, and, if possible, a more dreadful task to teach, to read. With the help of counters, and coaxing, and ginger-bread, or by dint of reiterated pain and terror, the names of the four-and-twenty letters of the alphabet are perhaps

in the course of time firmly fixed in the pupil's memory. *So much the worse.* All the names will disturb him, if he have common sense, and at every step they stop his progress." Edgeworth then describes a method by which "nine-tenths of the labor and disgust of learning to read may be saved amid cheerfulness and smiles instead of frowns and tears." This was the *Phonic method*, scarcely known in this country, but most usefully adopted in America and Germany.

In describing the method, Sir Charles said, Dr Leigh, after spending twenty-five years in perfecting it, describes it as a method by which first sounds and then names are taught. It is really "Pronouncing Orthography." It shows the exact pronunciation of every word and a special form of letter is used for each sound of it." Letters which have no sound are printed in a hair-line, or light-faced type. It thus shows the pronunciation without changing the spelling, and even preserves the familiar form or face of the words, as we are accustomed to see them. Now what are the results? The evidence of teachers is of course the most important; everywhere they are eager to testify to the "saving of time," especially to those children who, as in Boston, have but four or five years' schooling. They also speak of the "uniformity of results" in all the schools; and the evidence is completed with the frank admission that teachers who began with reluctance have almost invariably come to advocate the system. This evidence is given after years of experience, in various parts of the country, with all sorts of teachers and in several thousands of schools. Sir Charles said, I myself watched neglected children learning to read, noting particularly the facility with which they learned the phonic letters and sounds; they took evident interest in it, and progress was clearly seen; in fact, though I remember in my early days to have been familiar with a book called "Reading made Easy," I never saw the thing till I saw the instruction under this method. Beyond this, they take interest in practising the sounds,—all of which they learn; they spell correctly by sound, they pronounce distinctly and accurately and they read fluently and naturally.

The course of experiments tried at St Louis shows the following facts:—

In 1867, the School Board of St Louis, after conducting varied experiments in the Clay School, reports in favor of introducing Leigh's method into all the Primary Schools.

In 1868, the superintendent says: "Its introduction has been followed by far greater results than were at first anticipated; not only has it tended to the eradication of defects in enunciation, but there has been a saving of time to the extent of a whole quarter in the course of the first half year."

In 1869, after a trial had been witnessed by the Board, the superintendent notes "the increased correctness in articulation."

and says, "I find no case in which better work was not accomplished than before." "Our teachers tried spelling by sound and by letter, and the former is the surest and shortest way."

The Board in this year officially reports that it finds a gain in time. "A given standard of good reading can always be reached in about one half the time. What the child learns in the first year, places him more than a year in advance of his former *status*, for the reason that his quickened intelligence has been disciplined to seize subjects in a correct manner. They make better arithmetic and grammar scholars and are more wide awake, attentive and discriminating."

In 1870, the superintendent says: "Each year increases our admiration of the work. Gain in time—quite one half—distinct articulation, and better spelling represent the undoubted advantages. I am satisfied that with the time we now have to devote to the higher readers, our teachers have it in their power to accomplish results in this department that we have hitherto considered impossible."

Again, in 1871 it is reported that "It is not the least among the advantages, that the children soon become able to read words they have never seen before, for they are practised in joining sound to sound until they can read words in this way at a glance. Sounds are not to be used only to spell with, but to read with."

The same evidence is presented from Illinois. The Report of the Board of Education in 1871, bears testimony to the fact that "Pupils are found in their second year of schooling who have read many books. They learn to read so quickly and by comparatively so little effort, that reading is a pleasure, which could not be said under the old system."

Then the Washington University reports of its Primary Schools: "In the Primary Schools, those who entered in September (three months since), *not knowing their letters*, are now ready for the second 'Reader,' having been through the 'Primer.' I never," says the superintendent, "heard boys after so short a time under instruction, who read with such good expression and spelled so well."

The teacher of this school describing the progress of the work, says: "My class began with the 'Primer' and finished the book without being required to spell by naming the letters. In less than five months a thousand words were spelled with but few failures."

And Professor Stone says: "We have very many scholars who have finished the whole primary course in two years, three being the time usually allowed. We have no difficulty in the transition to common print."

A female teacher writes: "One of my boys knew his letters. I should have been glad if he had not known them. I taught them the sounds from the black-board; then I took a book. Now

at the end of the thirteenth week they have finished the 'Primer.' I know they understand, and it is a pleasure to hear them read."

Professor Waterhouse says: "It is a shame that children lost so much precious time when I was a boy. This system is unrivalled for theoretic simplicity and practical success. A thorough trial in the Primary Schools of this University has fully established its success."

Again in Iowa we have the following evidence: "A class of children, averaging six years of age, have in five months accomplished what on the part of a class averaging eight years of age, but using the ordinary type, has required fifteen months, the classes being of average talent."

The following extracts from the replies of masters in Boston schools, may serve as specimens: "The system was introduced in February, 1873. The results were immediate, and to me perfectly wonderful; none of us entertain the slightest doubt about the advantage of the system. The children learn to read in half the time it formerly took, and do not contract that old habit, so hard to eradicate, of reading one word at a time, as though they were pronouncing a column of words from the speller. The teachers say they find no difficulty about spelling."

The master of a district where the method has had a trial of four years, says: "I consider it a great success. The pupils learn to read much more rapidly, and we find no difficulty with the spelling."

Another, after a trial of four years, says: "Pupils do four times as much reading; they read more intelligently; the vocalisation has been greatly improved. Dr Leigh's method has revolutionised the reading in every school under my charge where it has been well taught."

A master, who has given the system a long and thorough test, says: "It saves times, makes better readers, makes children able and willing to help themselves. In truth, I think it one of the most important improvements in elementary instruction of the last twenty years."

In summing up, the superintendent of the Boston School Board, Mr Philbrick, so well known in this country, says: "When the experiment was commenced, I had no bias in its favor or prejudice against it. Its inventor, who spent many years in perfecting it, and in bringing it to the notice of educators, asked to have it tried, and it has had a long and fair trial on a large scale. The result has been eminently successful. Some of the oldest and most conservative masters, who are not apt to receive new-fangled notions with too much favor, have pronounced most strongly for it. It seems to me, therefore, that the time has come when the Board should adopt the system, and make it obligatory in all the Primary Schools."

In New York, the Board of Public Instruction, 1871, reports:

"Much time is saved in teaching to read by this method, and the children are better trained by it for other instruction. It is, therefore, recommended to all the schools."

The German-American Schools are loud in their praises, saying, "It is a gigantic task to teach German children English; it takes years instead of months to instruct our children on the old plan."

Sir Charles, in continuation, said: It might be said to-night, "Where is your scheme? Well, we have no scheme. It is our purpose to have no plan. We want inquiry by a constituted authority into a dozen schemes more or less successful, and I have mentioned but one. I am here to prove loss—loss of time—and I have done it, if we can teach well in one year what it takes two to teach badly at present. It is loss to the child—who comes early and leaves soon, and it would shorten the process which renders our infant department dull and dreary, and brighten it by altering our mode of teaching alphabetically. It is loss to the parent—who is now *obliged* to spare his child for school and lose his accustomed earnings. We are bound to make the period as short and the loss as light as we well can. It is loss to the teacher—whose hardest work is this; who, with increase of toil, finds decrease of results, and consequent discouragement. It is loss to the ratepayer—substantial loss—and as he evidently wishes the work done to be done well, we must get rid of that which extends the time, increases the cost, impairs the efficiency, and hinders the progress. On these grounds we promote inquiry. If we *can* secure reform we *must*; and if Parliament should be of that opinion, legislation must follow. No doubt we shall be ridiculed—it is common to plead "custom" and "trouble," and to call innovators "crazy,"—but if we can save a toiling multitude the ascent of a mountain by carrying them on the level through a tunnel to the other side, we are bound to do it. I therefore plead for inquiry.

Mr Edward Jones, of Liverpool, Honorary Secretary of the Conference, seconded the resolution. He said:—This is a practical question affecting the education of twenty-five millions of the population of Great Britain, besides the many more millions whose interest it is to learn the English language throughout the world. Mr Matthew Arnold, one of the most earnest and thoughtful of Her Majesty's Inspectors of Schools, had used the following words: "For anyone who believes in the civilising power of letters to think that he has for more than twenty years got his living by inspecting schools for the people, has gone in and out among them, has seen that the power of letters never reaches them at all, and yet has attempted nothing to remedy this state of things, cannot but be vexing and disquieting. He may truly say, like the Israel of the prophet, 'We have not wrought any deliverance in the earth.'"

He (the speaker) could, with a slight variation, adopt these words of Mr Arnold, and say that after thirty years' experience

in teaching in Primary Inspected Schools, as regards producing accurate and intelligent reading, he had to a large extent labored in vain and spent his strength for nought. When the question was put to the pupils in our Elementary Schools, "Understandest thou what thou redest," the answer, as Mr Arnold had described, was not satisfactory. This was the result of our educational efforts for the past thirty years, with the best trained teachers of any country in the world, and the best system of inspection, and with the advantage of the first statesmen the country possessed, from time to time, at the head of the Education Department, such as Mr Lowe, Mr Forster, Lord Sandon, and others. He would venture to say that if a simplification of Spelling were effected, though all Government grants were withdrawn, and all School Boards dissolved, far better results would be produced in giving the rising generation the ability and the taste for reading than was the case at present. He had taught thousands of children to read the Welsh language, and it was a most easy process for teacher and taught; for when the sounds of the letters were once mastered it was all plain sailing, every letter or combination of letters having almost invariably the same sound. After the mechanical task of reading was accomplished, the teacher strove and the children sought to understand the meaning of what they read; while in teaching English reading, so much time was taken up in cracking the shell that you were a long time in getting at the kernel. He would compare the difference between teaching Welsh reading and English to the difference between traveling by express train and walking.

The result of all this in Wales was, that through the agency of unpaid teachers alone, in the Sunday schools, nearly everybody could read; and in proportion to the population more books and newspapers by far were bought and read in Wales by the working classes than by the same class in England. The result was seen in the better social condition of the Welsh collier, quarryman, and even agricultural laborer, than that of the same class in England; the mechanic was a better man, and the man was a better mechanic as the result of the love of reading acquired readily, owing to the greater consistency of the Welsh alphabet. He believed these statements would bear the test of examination before a Royal Commission.

Mr William Storr, parliamentary reporter, in supporting the resolution, said: He desired to avail himself of the opportunity of correcting a misconception on the part of critics that this was a movement to change spelling arbitrarily, and to stereotype it when so changed. A change of spelling would result from a change of notation; but that would be by a self-acting process which would *always* adapt itself to any changes which might occur in what *was called* the natural growth of the language; and this was a

totally different thing from amending our spelling by dealing with words or classes of words without reference to a phonetic alphabet.

That, of itself, would abolish spelling in the conventional sense, in which the word was understood as describing a purely artificial arrangement of letters; and, with a phonetic alphabet, the only spelling question that would remain would be whether any unphonetic anomalies should be continued, such as the retention of the letter *l* in *would* to indicate its connection with *will*. The idea of an arbitrary change of spelling was clearly entertained by the *Times* critic, who told the London School Board: "It is your business to teach spelling, and not to alter it." The critic was doubly wrong, because the Board have not proposed to alter it; they only asked for independent inquiry and consideration. And why? Because they are attending to what the critic says is their business; and they believe they could do the business a great deal better and cheaper if certain useless impediments were taken out of the way. The same critic would have censured them if they had been driven to that conclusion, and had hesitated to give it expression. Suppose we still used the Roman numerals, and the School Boards had asked educationists to consider whether numbers could not be expressed in figures. The *Times* critic would probably have said, "It is your business to teach arithmetic by means of the Roman numerals, and not to talk of substituting figures." The cases are sufficiently analogous, for it is a question of adhering to the Roman alphabet, and the anomalies that have grown out of its defects, or of adapting it to our actual requirements. The difficulties of our notation involve, on the average, the loss of nearly a year in the school life of children. The United Kingdom spends yearly four millions or more on elementary education. A gain equivalent to that is within our reach. Our population exceeds thirty millions, and those stupendous figures represent in years the aggregate deduction from the school life of one generation. These estimates have been confirmed by practical experiments; but reduce them by one half, and the margin is surely large enough,—materially, mentally, morally, and socially—to justify a slight sacrifice, if any be demanded, on the part of the present generation.

The resolution was then put and carried unanimously.

Dr Angus, on being asked to move the second resolution expressed his regret that absence from London had prevented his attendance at the Conference in the afternoon. He continued,—I feel a very deep interest in this question. The resolution speaks for itself, framed as it is, in very moderate and guarded language, and pointing to results which I think all present and many outside of this room, will be prepared to approve. It is:—

That as much of the current Spelling of English is at variance both with etymology and pronunciation, there is a further reason why a thorough revision should be effected.

The resolution has been purposely worded in very guarded terms, so as to represent a large amount of feeling outside. The business of this meeting is to induce the Government to appoint a Commission to inquire into this subject, and what we want to determine is, not that this or that system is the best, but that the anomalies and absurdities of spelling are so numerous and serious that something needs to be done, and to get it done we want inquiry—a very plain and self-evident proposition. The movement for an inquiry emanated from our School Boards, but the question of Spelling Reform concerns quite as much all classes of the community.

Everyone familiar with the business of education, whether in our elementary schools, or in those of a higher direction, is familiar with the fact that this plague of spelling is a plague that meets us all. It is also a costly plague in the case of our elementary schools; and if the time of our more respectable classes is more precious than that of the poor man's child, then it is still more costly to those classes. Dr. Morel has stated that eighteen-nineteenths of the men who fail in the Civil Service examinations, fail in spelling; and all of us who have not failed in Government examinations know very well what a cost of time and patience it is to have to recall the spelling of words we want to use. I am not ashamed to say that I sometimes do not know how to spell a word until I put it down in writing, and it commends itself to a sort of organ—I cannot call it sight or thought, it is something between the two, and an enormous amount of time is wasted in that way by all classes. Nor is it chiefly a question of expense, though that is important. But what I feel most of all is that out of the scanty time allowed for education in our elementary schools, one year at least should be literally wasted in what is worse than useless—simply puzzling the child. If we could get that time for subjects which are now overlooked, or imperfectly studied for want of time, the entire community will gain not only in saved expense, but in increased and improved education. Now the proposition I have to make as involved in this resolution is perfectly simple and possible. You may spell in one of three ways; you may give the sound, or you may look at the etymology and the meaning, and try to embody in spelling what shall suggest, I won't say to the philologist, but to the common English reader, more or less of the meaning. I spell the word *sign*, and though no doubt I have put in a *g* that is not sounded, there is this defence of that mode of spelling, that I shall want it when I come to speak of *signature*, *signify* and *significant*. I can defend the spelling of the word *sign* with *g*, because of the many words that take their meaning from this particular spelling. That is one mode of spelling, aiming not only at the sound, but at what may be called the etymology, for want of a better term. There is a third mode of spelling. I may tell

not only the sound of the word and something of the etymology of the word, but I may tell something of its history. If, for example, I am a student of Shakspeare, I find that all compounds of the word *cedo*—*exceed*, *proceed*, *succeed*, and so on—are spelled in Shakspeare by *ceed*. The word so spelled has been many years in our language, and is as old as Shakspeare's day. Or I may spell the word, as the same root word is spelled, *cede*, as in *secede*, *recede*, *precede*. These are etymologically the same word, but as a matter of fact words spelled *cede* came into our language later than the words spelled *ceed*, the one coming through French probably, and the other direct from Latin. At all events, to keep up this kind of spelling is to guide to neither sound nor meaning, but simply to give indirectly a little bit of the history to those who know the facts.

What I have to say is that our English language is consistent with none of these methods, and it confounds them all. I will mention two or three instances.

Dr Angus proceeded to illustrate in the word *would* that there were etymological reasons for retaining the *l*, but there was no reason in sound. The *l* indicated that it was the past tense of *will*. But why put the *l* in *could*, when it had no business etymologically in the word? Yet there it stood and the time of the child was wasted in learning it, and the time of every teacher in the country was wasted in telling the child that the *l* ought not to be there. Etymology did not require the *g* in *sovereign*, and the *e* in the first syllable and the *ci* in the second had no business there. The proper way of spelling the word was as it was spelled by Milton, *soveran*. The present spelling was confounding to everybody, wasting the time of the child, and wasting the time of the teacher in calling attention to the fact that the word was an anomaly and a mystery. So with the word *foreign*, the proper spelling of which was *foran*; in that word neither etymology nor sound justified the current spelling. Take another instance. We have in English the words *indignant* and *dignity*, and a man sometimes said, "I do not *dign* to answer you." Suppose he said, "I *disdain* to answer you," then the word was not spelled in the same way. Why? Probably the one came more directly through the French than the other, but that was no reason why an Englishman should be thereby puzzled his life through. There was nothing dependent upon the accidental historical fact. He did not say which of these spellings we should adopt, but let us have inquiry at all events, so that it may be decided whether to take one or the other, or some other style of spelling that shall be just to the sound and the sense at the same time. He might cite many other examples. We spell *allegiance* one way, and *liege* and *league* another, though there was no reason in the sound for this difference of spelling. What we want is uniformity in all such cases. The mention of *league* suggested a

curious tendency in English that might illustrate this principle; we had some thirty words spelled with *gue* as an ending, besides a number that are just as much entitled to it. In *rogue* it was found desirable to make the *o* long, and an *e* was added, but then the tendency in English is to make the *g* soft before *e*, (with many exceptions, as in *geese*,) and to harden the *g* the *u* is put in. But why spell *league* in that way, which was made long already by the *ea*. The *u* and the *e* are not wanted there. Dr Angus also instanced the words *catalogue* and *decatalogue*, where the syllables being short, there was no call for the *ue*. He continued: If anyone will examine these words ending in *ogue*, and ascertain the reasons and absurdities, he may get from this set of instances ample reason for saying that we want, at all events, inquiry and important change, and that is all for which I plead. One of the most difficult questions practically is the settlement of what would be best. I believe that the educators of the community are the people to settle it, rather than the general philologists, who are interested in forming a universal alphabet. I doubt whether such an alphabet is wanted in English. But, whatever be the method adopted, there needs to be inquiry; and I trust that the deputation resulting from this meeting will represent all parties; and that we shall be united in our application to the Government for inquiry, and the result of inquiry is sure to be a very much better system than we now have. Whether it be yours, or mine, or a third, is a subordinate question. Something we must have; and what we want is to secure co-operation in all who are troubled by the absurdities of our modern English spelling, and, God helping them—for I really think the interests of education are concerned in this movement—are resolved to obtain some important change in our spelling system in the interests alike of our language and of education.

The Chairman, in introducing the next speaker, said the Conference would be glad to hear another practical doctor.

Dr James A. H. Murray, of Mill Hill School, and vice-President of the Philological Society, said:—Dr Angus has so well supported the resolution, that it is hardly necessary for me to do more than merely give it my support both as a practical educator and as a student of the English language. As I left home to come here this afternoon, one of my colleagues said to me, "The Spelling Reform is like the decimal system of currency; everybody admits that it would be a capital thing if we were to begin at the beginning, but the difficulties are so insuperable, and the precise plan so little agreed upon, that I fear it is amongst the things impracticable."

There are veterans in this field sitting here who have given a life's work to this movement, and have not done very much towards it; and these men cannot be very enthusiastic, or very buoyant in what they hope the result of this Conference may be;

still we hope to do something, and we have a mightier lever to work with than before. A great national system of education has made this a practical question for every man in a way it never was before; and practical men now seem to be awaking to its importance in a way they never did before, and which promises better results. We have already spoken of and agreed upon the difficulties of the present system, and the motion before us states our opinion that the current spelling of English is not justifiable, either upon the principles of etymology or pronunciation; and that, therefore, there is on these grounds further reason that such a revision ought to be effected. We have taken this resolution, I suppose, because it is turning the enemy's flank. The point which the enemy lays hold of is, that you would destroy etymology and the history of the language, if you change the spelling. I am here as a philologist, and as a teacher and student in language, to express my opinion that that is not true, and to support Dr Angus in saying that it is not so. As Dr Angus has said, there are two or three things which may be aimed at in spelling. The first is to represent the living word, because that, after all, we are apt to forget, is the language: the marks upon paper are nothing, except as they refer to the living word. Language is sound. There may be an attempt to show what the word was formerly, which is a secondary effort; or to show what people thought the word was at a later period. This never has been, in the history of the world, and never can be, carried out; and our present English goes no way towards it. Some words may be said to represent the spelling of the year 800; but why should the spelling of the year 800 charm us more than that of any other time? In catching at the supposed history of a word we let go the real history. We delude ourselves and others, and delude posterity into the idea that the word is the same now as at that time. I maintain that the thing is altogether unscientific and unphilosophical. Our spelling is, in fact, neither old nor new.

With regard to the English portion of our language, the etymological principle, of course, was not introduced until a comparatively recent time—if it can be said to have ever come in at all—certainly not before the time of printing. Before that time there had been an attempt to keep pace with the pronunciation and to alter the spelling of words. The history of our commonest words, such as "day" or "night" proves this; for there are thirty or forty different spellings which the commonest of our words have had, and our spelling only points to one of them, to that which happened to be commonest at the time Caxton began to print, or at a later time. I admit that so far as the classical portion of the language is concerned, or rather that portion of English which is derived from Latin, that the present form of the word—spelling it as closely as you can to the Latin—does suggest to the eye and bring nearer to us, the original Latin word, so far as that may be

of any advantage. But that is carried out very imperfectly ; and with another important portion of the language it is not carried out at all—I refer to Greek.

Where there is a different alphabet, and where the Romans, like sensible men, introducing the Greek into their own language, spelled the words as well as they could with their own letters, they spelled them as they were pronounced by the Greeks. We take these words as the Romans represented them. Take such a word as *phonetic*. I am told if I spell it *fonetik*, that I lose sight of the etymology. But there is no *ph* in the Greek, and no *c*. The Romans did not pronounce the *phi* like their *f*, and they preferred to write *ph* ; why, I do not know ; I am not responsible for their spelling. The Greek word began with a single consonant which we in Greek pronounce *f*, and ended in a *k*, then why should I not spell *fonetik* ? That is the etymological form of the word, yet the etymologist would call out against it and say, " You are destroying our etymology." The same might be said of such words as *philosophy*. Take the word *syntax*. If I write it *sin-taks* where is the wrong ? If I pronounce it *sin*, is there any reason for my keeping the *y* in because it is a Greek word ? No etymologist proposes to go back and write *syn* for *sin* in English, but in reality the old English word was *syn* and not *sin*. If, then, the plea of historical spelling is abandoned for our own mother tongue, where is its validity for Greek or Latin ? It is not based upon judgment ; it is wholly a matter of feeling. A man is familiar with one form of word, and the present generation has associated certain feelings and ideas with certain spellings : these feelings will just as naturally associate themselves with the new spelling in the course of time. The real English scholar who sees the word through the spelling, and knows it in the twelve, twenty or thirty forms it has worn in English writers has no prejudice in favor of any of the forms, but prefers that for his own age which most certainly indicates the word of his own age.

I look upon the question of any change, and the resulting inconvenience, as very much more a question of feeling than a question of reality ; and I maintain that it would be more scientific and more philosophical to spell our words as we pronounce them now ; we should then represent real facts and real history. If a word is altered, it is a part of its history that it is altered, and surely this, the most important part of its history, should be shown. I think that in these few examples I have done enough to show my opinion, and to try to prove to you that our current spelling is not consistent either in one thing or another ; and that there are some thousands of words the spelling of which, as has been shown, goes directly against their history and their derivation ; or rather against the analogy of it. Everyone will admit that these words ought certainly to be altered. I will only add that I sin-

cerely hope that some practical issue will be the result of this night's proceedings.

The Chairman put the resolution, and it was adopted unanimously.

Mr. A. J. Ellis.—The resolution which I have to propose is—

That as no change would be effectual unless the amended Spelling were accepted by School Inspectors, Civil Service Examiners, and Public Departments, side by side with the present Spelling, the assistance of Government will be required.

I consider that this resolution is the most important one of the evening. The first resolution stated the general fact of the necessity of a revision of our spelling, for the purpose of facilitating instruction. The second resolution showed that nothing in the way of etymology or of pronunciation ought to be allowed for one moment to prevent any such revision being undertaken. But the third resolution deals with the very practical question, "How is this to be done?" I have often heard it stated, sometimes with pride, sometimes with lamentation, that we have no Academy in England to settle the spelling and pronunciation of our language. I am sorry to say that we have at present three Academies, and they are of a most terrible nature; for the Academies of other countries could only act by the force of public opinion, but these Academies act by pains and penalties of a remarkable kind. The other Academies dealt especially with literary men: these deal with the child, the youth, and the adult; and they are called the School Inspectorate, the Board of Examiners for the Civil Service, and the Printing-office. Now, I will take the last first, for we owe our spelling as it now exists to the needs of the printing-office. It is especially a printer's spelling. It began to crystallise four hundred years ago, when Caxton began to print; and it has gone on gathering fantastic forms until the present day, when every printing-office has its own particular and peculiar orthography, and will not attend to the manuscript of an author without special orders so to do, and then they charge for so doing; and afterwards, if he insists upon altering their spelling or their arrangements into his own, they charge him also for making these alterations. Now, that is a very serious pain and penalty; and they not only do that, but they apparently make the authors whom they misrepresent speak in their favor. People say, "O, Shakspeare spelled in this way," or "Macaulay spelled in that way." Not at all. Shakspeare, so far as I know, never revised a proof even. It is only the printers' blunders we have to deal with in Shakspeare, and which cause us so much trouble in discovering what he meant to say. And in Macaulay, or any book printed for the great publishers by Spottiswoode, Clowes, Clay, or other great houses, they exhibit a spelling which is decidedly peculiar to the office; and an expert can take up a book and say from the spelling, "This was printed by So-and-so." A printer was saying to me last week, "Ah, they

are printing *holiday* in the *Times* with a *y* and not with an *i*; they are making it a holy-day." The *Times* must be becoming ritualistic, I suppose. That is a very peculiar way of showing it. To spell *holiday* in that way is just as good a sign of a theological tendency as putting in the *g* in *sign* is that the word came from the Latin. One of the oldest forms of that word in our language is in the Proclamation issued by King Henry III., where it is spelled *sein*. *Sign* came in, perhaps, from "signify"—and it doesn't signify. I dismiss the printing-office. The other two Academies are still more important, and if they can only be got over to the side of common sense, then the printing-office will naturally follow; until then it will not, because the reason why the printing-office has stereotyped orthography is because it is important for a compositor to merely glance at bad writing, and discover what it was meant for, without caring for the author's letters. His object is to pick up the letters with the greatest rapidity, because he is paid by the thousand types, and he must know mechanically what letters to pick up. He does not care in the slightest degree about the meaning. The other day, although I believe I write generally a clear hand, I had "imperial decree" altered into "impartial decree," and "manipulation" into "manifestation," and "mechanician" into "mathematician," making utter nonsense. The same printer, in printing the announcement of a botanical society, had to mention a paper upon "flower stalks," and he spelled it "storka," and there it is in a journal which I will not name. These two Academies are quite recent institutions. One of them is a kind of extra-scholastic institution, governing schools in a most remarkable manner. Thus, take a youth who wants to pass the Civil Service Examinations. Now, it is a notorious fact that there are very many more plucked for errors in spelling than for anything else. The whole career of a youth is made dependent upon his knowledge of what letters printers make use of, or which his particular examiner thinks are proper to be made use of; for another examiner might happen to think differently. We had examples given this afternoon. There are a great number of words about the spelling of which people have got theories, and they have not the common sense or liberality to feel that where there are diversities of spelling by writers and printers, each one of them has equal rights, and ought to be acknowledged. It is the same in pronunciation. I have never met with two persons of education who pronounced all the words they had in common, in the same way. I continually observe differences. These have struck me over and over again as being strange and astonishing in every way. I would admit all those varieties upon terms of equality. If a person writes a received pronunciation—never mind whether it be one of six or not—that should be received. He is right: I am not to judge of him. We have not an Academy yet to do that; but we may have one. This is the

Academy which works the youth, and it is an Academy without even a corporation. It has been often said that a corporation has no soul to be saved or body to be kicked. But, here it is something worse; we have a bundle of sticks without a band to tie them together; for each of them has his own independent power of examination in his own independent, and sometimes very crotchety, manner.

Now I come to the next Academy, that is, the School Inspectors. We have nearly the same thing in the School Inspectors; and here comes the most important point with regard to introducing any change in our spelling—or even any change, like Dr Leigh's, in the method of beginning to teach reading. The schoolmasters are paid capitation fees; they are paid by results, and unless they can produce those results they won't get their pay. Will they teach in a way that won't give them their fee? ("No.") Therefore we must have from those persons who have the power to allow it, permission to use any improved system of teaching, or any improved system of spelling. That is the reason why we must apply to Government. One would have thought that in this free country we were independent of Government; it is not a place of centralisation as in France. May not anyone spell as he likes? We are not free as long as those persons who are beginning to read and spell are under the domination of School Inspectors who can give or withhold fees, and must do so, according to certain codes which are issued by the Educational Department. It is, therefore, absolutely necessary that the Educational Department should be induced to see the error of its present ways; and how is that to be done? Is it at all likely or possible that a meeting such as this, or that eminent educationists, such as Sir Charles Reed, who has had an immense amount of experience; or such eminent philologists as we have here to-day—Professor Sayce, Dr Morris, and Dr Murray—is it likely that those gentlemen will be attended to by Government, unless they have some definite system which at once recommends itself to their attention? Not at all. It is necessary, as we know, that the Government, before it proceeds to action, should have thoroughly investigated the subject for itself; and the only thing that is open to them to do, is to appoint a Royal Commission for the purpose of sifting the evidence. That will be the especial subject of the next motion. It is necessary then to have the assistance of Government. But observe, there are certain words in this resolution to which we draw your especial attention,—“that they should admit the amended system side by side with the present spelling.” That is a very important point indeed. As I stated this afternoon, I am, with regard to spelling, a conservative of conservatives. I have been for a third part of a century the representative of a change of spelling—for everybody has laughed at what they call the “Fonetic Nox” though I never spelled it in that way—and I have throughout said

that not a single hair of our present spelling should be altered; we should preserve it as a mummy, if you will, for it is about equally as lively as a mummy. But we learn a great deal from mummies, and from their inscriptions; and I am sure we may learn a vast deal more from our present spelling, because it is the key to such an immense mass of information which cannot readily be obtained in any other way, even if it were desirable. If books have to be re-edited it is of no consequence whether they are re-edited in the present or any other spelling. When we re-edit Shakspeare, we do so in our present orthography, though Shakspeare never used it. It is only recently, that, for the purposes of philology and for really understanding the history of our own language, we have re-edited old books, such as the "Cursor Mundi," by our Chairman (Dr Morris), according to four different manuscripts; or Chaucer, by Mr Furnival, according to six different manuscripts, putting them in parallel columns—that is something like preserving the history of words. Those who read our present spelling are able to read the older spelling; but they never have to write it. Who would sit down to write a single sentence in the orthography of any manuscript of Chaucer's? I tried very hard to systematise the spelling of the Harleian manuscript of Chaucer; it was one of the hardest days' work I ever had, and I did not succeed.

What we want, then, is a system of spelling which proceeds upon sensible grounds; and that that system of spelling should be allowed to run side by side—*pair-eye pass-you*, as we absurdly pronounce the words *pari passu*—with our present orthography. For that purpose the spelling must be one which assists persons who are learning to read the new orthography to pass at once without instruction to our present orthography, which they will not have to acquire the habit of using, but only have to read from, because what they write would be as legible as what the best spellers can write now. We want, in addition to that, to get rid of mis-pronunciations. Our present received pronunciation, with all its varieties, is, in fact, a complete artificial changeling, and deserves to be called mis-pronunciation. Still it is the one which is now accepted, more or less, wherever English is spoken, at least in intention. There may be differences in practice, and differences exceedingly difficult to teach by key-words. We shall have to resort to a variety of plans in order to render one pronunciation general throughout the whole of the enormous area over which the so-called English language is spoken. But you must understand that what is really spoken-English at the present day is not book-English. We must begin by teaching children to read phonetically, so that they may be able to read sounds with certainty and correctness. The man of science considers that he has done enough if he suggests to you the letters he means. Now, we want that all the children of the future should never have to learn

to spell. The objection may be raised that having nothing but their own pronunciation to go by, they will spell in the most alarming manner, exhibiting all their vulgarities; but it is the business of the schoolmaster to make the child pronounce and thoroughly understand the sound. Any spelling which does not represent a received pronunciation is a bad spelling, and must not be accepted. And that leads me to a further point. At present the Civil Service Examiners and School Inspectors have their own systems, which they pluck or pass children by; and they ought to publish a spelling and pronouncing dictionary of their own, or put their imprimatur upon some dictionary. Such words as *staff* are pronounced in half a dozen different ways. It may be said we should stereotype the pronunciation. It takes several generations to do that. We wish our change to be effectual, and it is no use trying to introduce a new system of spelling into schools until the capitation fees can be got for teaching it, and until Civil Servants can be passed who use it.

Dr Gladstone was glad, as it was getting late, that the work of supporting the resolution had been already done to a considerable extent. He thought it had been effectually proved by the conveners of the Conference that a more phonetic spelling would not injure the etymological value of our writing. Sir Charles Reed and others had shown that the rest of the objections were equally baseless. Still the difficulties were numerous and serious. One of them was referred to in the resolution; and it had already been spoken to by Mr Ellis. It referred to the position in which the Government stood to the question. The present action of the Government was practically, though unintentionally, to prohibit any change or amendment of spelling.

The School Inspector had an absolute power of stopping a child's progress if it did not spell right according to his idea; the Inspector not only had the power, but it was his duty to do it. Then in the Civil Service examinations, ninety-five per cent. of those who failed were said to be plucked in spelling. A large portion of time was spent in the acquisition of this useless art. Then what kind of spelling was the standard? Some stood up for Johnson's Dictionary; but if a candidate spelled in Dr Johnson's way he would be infallibly plucked. We wanted to show the Government that they were at present making a dead stop in what ought to be progressive. Our language is a living language; it has a spring and movement about it, and inherits the power of past centuries; it has all the vigor of the English character, and it changes from day to day, and year to year. It is certain that the representation of the language ought to be as elastic as the sounds we utter; but at present this living, moving, growing language, or rather the spelling in which we misrepresent it, is as fixed as though it were Chinese. He would have the Government put some amended system on a level with the present system of

spelling, just as with the Tonic Sol-fa system of musical notation. Government employed two different ways of representing figures, namely the Roman and the Arabic. In our Bibles we number the chapters by one system, and the verses by the other. And so in the case of spelling, the two systems ought to stand side by side. There would be a great saving of time and money in education, not to the poor only, but to all classes. Other nations have the advantage of us in this respect. The Dutch Government has seen the necessity of making a complete change. The Germans are not contented with their present spelling, although it is far more phonetic than English spelling; and a scheme for a further improvement has been drawn up at the instance of the Minister of Instruction, and is now before the German public.

One of the difficulties to be removed arises then from the position which our Government occupies in relation to the education of the people. He was glad that the Government did occupy this position, and it was a difficulty which could be easily removed. There would not only be a great saving, but a simplified system of spelling would afford a much better training of the mind, because it would be trained in habits of truthfulness instead of falsity, and time would be given for other studies which are now neglected. If the changes of pronunciation had always been followed by changes of spelling, we should now be able to trace the history of our language. The idea that the present was a grand historical system of spelling was a fallacy. Instead of being historical it was a jumble.

Dr Gladstone illustrated this point in a ludicrous manner by stating that he wore a historical coat. The two buttons behind were the remains of the sword-belt; we do not wear swords now, but we retain the buttons, as we retain the *k* in *know*. It did not much matter in regard to clothes because buttons did not cost much, but it cost a great deal to retain the remnants of the old spelling of our language. If the historical idea in dress were carried further and required by Government, even to wearing a piece of the Elizabethan ruff, and some blue paint in imitation of the woad of our original ancestors, this grand historical dress would become intolerable. He contended that this would be a parallel case to keeping up a system of supposed historical spelling, and he had no doubt that if anyone proposed to reform such a historical dress, he would be howled down as very revolutionary, and on a par with the fanatical advocates of Spelling Reform. The resolution was put by the Chairman, and adopted unanimously.

Mr Henry Sweet, President of the Philological Society, moved the next resolution:—

That this meeting hereby expresses its concurrence in the action taken by the School Board for London and other School Boards, and also by the Society of Arts, and hereby appoints a Deputation to urge upon the Education

Department the appointment by the Government of a Royal Commission, for the purpose of hearing evidence, examining schemes, and reporting how far it is advisable and practicable to adopt a change in Spelling.

Previous speakers, he said, had dissipated the last remnant of the idea so popular twenty years ago, that spelling had an etymological value. This view was now universally abandoned by philologists; only a few half-trained dabblers in philology upheld the idea.

When we came to the practical question, "What plan are we to adopt?" we were met by some rather formidable difficulties, one of which was the enormous number of systems proposed. He knew about a dozen systems that had been proposed during the last year, and he saw no reason why ten hundred systems should not be evolved. What we want is not new systems, but a popularising of the results of phonetic study, and of the principles upon which spelling reform should be based. Nothing could be done without a practical knowledge of printing, in deciding whether to use old types or new ones, or to employ turned letters, etc. Equally essential was a thorough knowledge of phonetics. No one was competent to speak on this subject who had not this knowledge. With the best intentions no one could evolve a satisfactory scheme who had not a thorough knowledge of the elementary sounds of the English language. Mr Sweet instanced the difficulty of determining the quantity of unaccented vowels. As to spelling, he admitted that he was sometimes at fault, and he found that his case was not singular. Our mistakes in spelling arose partly from the absurd way in which we represented the unaccented syllables of words. Besides keeping up an agitation for reform in spelling, we ought to spread a knowledge of the principles of phonetics. He had a Handbook of Phonetics in preparation which would enable all to understand the principles of phonetics. If we succeed in obtaining a Royal Commission, this would be a most important part of its work.

He did not think we could determine yet what system or alphabet to adopt. If we could clear away a certain amount of rubbish, so extraordinary had been our progress of late that he hoped for the best results in two or three years.

Mr Isaac Pitman, who was introduced by the Chairman as the well-known author of the phonetic system of writing, said that when he looked at the clock he was reminded that he must compress his observations within about five minutes; and he thought he could not fill the time better than by giving a simile from an old author which really represented the whole of this question. There was in the British Museum a small book signed "J. H."—the initials of John Hart. It was printed in the time of Queen Elizabeth (1569), is printed phonetically, and recommends a reform of English spelling. He (Mr Pitman) had reprinted the book, copying the phonetic spelling of the author. In this interesting book there occurred the following very expressive allegory—

"And now, the better to call to remembrance the principal parts and effect of that which hath been said, I will use this allegory, and compare the lively body of our pronunciation, which reason biddeth the writer to paint and counterfeit with letters, unto a man which would command an indiscreet painter to portray his figure, as thus: naming the man *Esop*; who coming to a painter, saith,—'Friend, I would have thee to counterfeit the quantity and quality of my body and apparel, by thy craft; so lively as those men which have even now seen me, may know (whenever they may see it hereafter) that the same is made to represent me unto them, as I now am.' The painter answereth, 'Sir, stand you there, and I shall do it as I used to do others, and as all the painters of this country are accustomed to do. *Esop*: 'How is that?' The painter answereth, 'Though you wear hose and shoes, your figure shall need none. But 1. Diminution. it shall therefore have painted other apparel, by a third more than you wear; and upon every several piece I will mark and write the country's name whence it came. And because your clothes, as well the cloth as the fur and silk, are of one color, I will make them, to be the better seen, of divers colors. I will also write on your forehead your father's and mother's name, that men may see of what stock you are come. Whereas in some countries painters do use to make the nose of like quantity to that in the body, we set others at the ends of them. And for making the littleness of the eyes, we make the compass of the head greater than the natural, and double the eyebrows. Then, in the place of ears, we do use to paint eyes. And last of all, I will 4. Misplacing. change the middle fingers and thumbs to others' places.' *The Painter*: 'How like you this? Will it not do well?' *Esop*: Yes; but I would fain know for what purpose, and the reason wherefore you would do this?' *The Painter*: 'Because the painters of this country, for time out of mind, have used the like, and we continue therein; and because it is so commonly received as it is, no man needeth to correct it.' A good answer. Now leave we them, and I demand the maintainers of such painters of our pronunciation, if they had forty or more of such portraitures drawn, shaped, and colored, of their friends; and those same set upon the pillars of Paul's Church,—who should be able to know (but they themselves, being daily used in naming them,) which should be for the one, and which for the other? For they should not half so well represent them as should the well-proportioned figures of so many skipping babians, apes, marmosets or monkeys, and dancing dogs or bears."

This amusing illustration, said Mr Pitman, of the portraiture of our spoken language to which we are accustomed, is true to

2. Superfluity
for Derivation.

Difference.

Etymology.

Length of vowels

For shortness
of Vowels use
Double Conso-
nants.

3. Usurpation
of power.

the minutest particular. Our written language is to be looked at in two ways; first, as a professed picture of what is spoken, that is, *as written*, and in this sense to be learned *as reading*; and secondly, as an instrument for the expression of the language, that is, *as to be written*, and in this sense to be learned *as spelling*. Of the two acquirements the latter is more difficult, because there are more possible ways of spelling words than of pronouncing them when spelled; hence so few spell correctly among those who read well.

Following in the steps of Hart, I would illustrate the difficulty of teaching reading by a parable. Every child that becomes educated must travel from Blankland to Readland (*pron.* Reedland), because Readland is the key, and the only key, to the Pleasant Land beyond, where the arts and sciences flourish in perfection. Now the road from Blankland to Readland lies through Spikeland. In this region every foot of ground is covered with spikes, slightly blunted from constant tramping, but very painful to walk upon. It is a weary walk for tender feet, a heart-breaking task for the guide that holds the little hand, and it takes many years to accomplish it. These innumerable spikes are, all the words of the English language, each word being composed of letters whose names *do not* make up the collective sound of the word; as "n-o-t," *not*, instead of *note*; "i-s," *is* (*iz*), instead of *ice*; "u-s," *us* instead of *use*; "d-o," *do* (*doo*), instead of *doe*; "g-o," *go*, instead of *Joe*; I have ascertained, from a careful calculation, that throughout this vast tract of country there is but one spot of earth big enough to receive a child's feet, for every thousand steps which he must take upon the spikes. Throughout this region of pains and penalties, contradictions, and sheer nonsense, a road has been constructed, and has received the name of Phonetic Road. The interstices between the spikes have been filled up throughout the entire length and breadth of this road; good paving flags have been laid over the spikes and many children are now walking there, to their great delight. There is no occasion for stumbling; there is not even a loose stone left lying about. Every step is taken with certainty, and marks so much easy and pleasant progress. The letters in every case make the words; "d-o" is *doe*, "j-o" is *Joe*, "d-oo" (for *oo* say *who* without the *h*) is *doo*, "s-au" (for *au* say *awe*) is *saw*, etc.

At this late period I will not add anything further, except to say that I support with all my heart and soul the request of the London School Board as embodied in the resolution.

The motion was adopted unanimously.

Mr Jones announced that a full report of these meetings would be published and sent to each subscriber to the fund for defraying expenses, which had been met so far by voluntary contributions. If any friend of Spelling Reform would like to contribute to the fund he would be glad to receive his contribution.

Dr Morris having to leave, Mr Ellis was requested to fill the vacated chair.

Mr Washington Moon proposed the last resolution appointing a Deputation.

That the Deputation consist of the following gentlemen: Professor Max Müller, Rev. A. H. Sayce, Dr Morris, Dr Murray, Mr Sweet, Mr Ellis, Mr Isaac Pitman, Mr Washington Moon, and Mr Arding; with power to add to their number; and that they be authorised to seek an interview with the Education Department, and to present the foregoing Resolutions.

Mr Butterfield seconded the motion, and it was agreed to.

MAX MÜLLER ON SPELLING.

(From the "Fortnightly Review" for April, 1876.)

The Attitude of the Opponents of Spelling Reform.—The whole matter is no longer a matter for argument; and the older I grow the more I feel convinced that nothing vexes people so much and hardens them in their unbelief and in their dogged resistance to reform as undeniable facts and unanswerable arguments. . . . I know there are persons who can defend anything, and who hold that it is due to this very [spelling] discipline that the English character is what it is; that it retains respect for authority; that it does not require a reason for everything, and that it does not admit that what is inconceivable is therefore impossible.

Quixotic and Utopian Aims.—If my friends tell me that the idea of a reform of spelling is entirely Quixotic, that it is a mere waste of time to try to influence a whole nation to surrender its historical orthography and to write phonetically, I bow to their superior wisdom as men of the world. But as I am not a man of the world, but rather an observer of the world, my interest in the subject, my convictions as to what is right and wrong, remain the same. It is the duty of scholars and philosophers not to shrink from holding and expressing what men of the world call Quixotic opinions; for, if I read the history of the world rightly, the victory of reason over unreason, and the whole progress of our race, have generally been achieved by such fools as ourselves "rushing in where angels fear to tread," till after a time the track becomes beaten, and even angels are not afraid."

The Duty of Spelling Reformers.—I feel convinced that practical reformers, like Mr Pitman, should never slumber nor sleep. They should keep their grievances before the public in season and out of season. They should have their lamps burning, to be ready whenever the right time comes. They should repeat the same thing over and over again, undismayed by indifference, ridicule, contempt, and all the other weapons which the lazy world knows so well how to employ against those who venture to disturb its peace.

The Question must be Faced.—The question, then, that will have to be answered sooner later is this:—Can this unsystematic sys-

tem of spelling English be allowed to go on for ever? Is every English child, as compared with other children, to be mulcted in two or three years of his life in order to learn it? Are the lower classes to go through school without learning to read and write their own language intelligently? And is the country to pay millions every year for this utter failure of national education? I do not believe nor think that such a state of things will be allowed to go on for ever, particularly as a remedy is at hand. . . . I consider that the sooner it is taken in hand the better. . . . There is a motive power behind these phonetic reformers which the Archbishop (Trench) has hardly taken into account. I mean the misery endured by millions of children at schools, who might learn in one year, and with real advantage to themselves, what they now require four or five years to learn, and seldom succeed in learning after all.

Trench and Etymology.—There remains this one objection only—that whatever the practical and whatever the theoretical advantages of the phonetic system may be, it would utterly destroy the historical or etymological character of the English language.

Suppose it did; what then? Language is not made for scholars and etymologists; and if the whole race of English etymologists were really swept away by the introduction of Spelling Reform, I hope they would be the first to rejoice in sacrificing themselves in so good a cause.

But is it really the case that the historical continuity of the English language would be broken by the adoption of phonetic spelling, and that the profession of the etymologist would be gone for ever? I say, No, most emphatically to both propositions. Because the Italians write *filosofo*, are they less aware than the English, who write *philosopher*, that they have before them the Latin *philosophus* and the Greek *φιλοσοφος*? If we write *f* in *fancy*, why not in *phantom*? If in *frenzy* and *frantic*, why not in *phrenology*? A language which tolerates *vial* for *phial* need not shiver at "*philosopher*." What people call the etymological consciousness of the speaker is strictly a matter of oratorical sentiment only. If anybody will tell me at what date etymological spelling is to begin, whether at 1500 A.D., or at 1000 A.D., or at 500 A.D., I am willing to discuss the question. Till then, I beg to say that etymological spelling would play greater havoc in English than phonetic spelling, even if we are to draw a line not more than 500 years ago.

Right, Rite, Write, Wright.—Another objection urged against phonetic spelling, namely, that with it it would be impossible to distinguish homonyms, must be met in the same way. No doubt it is a certain advantage if in writing we can distinguish *right*, *rite*, *write*, and *wright*. But if in the hurry of conversation there is hardly ever a doubt which word is meant, surely there would be much less danger in the slow process of reading a continuous sentence. If various spellings of the same word are neces-

sary to point out different meanings, we should require eight spellings for *box*, to signify a chest, a Christmas gift, a hunting seat, a slap, to sail round, seats in a theatre, and the front of a seat on a coach; and this principle would have to be applied to above 400 words. Who would undertake to provide all these variations of the present uniform spelling of these words? And we must not forget that, after all, in reading a page we are seldom in doubt whether *sole* means a fish or the *sole* of a foot, or is used as an adjective. If there is at any time any real difficulty, language provides its own remedy. It either drops such words as *rite* and *sole*, replacing them with *ceremony* and *only*, or it uses a periphrastic expression—the sole of the foot, or the sole and only ground.

THE PHONETIC ALPHABET.

The phonetic letters in the first column are pronounced like the italic letters in the words that follow. The last column gives the names of the phonetic letters.

CONSONANTS.

Mutes.

P	p...rope, post.....	pea
B	b...robe, boast.....	bee
T	t...fate, tip.....	tea
D	d...fade, dip.....	dee
Ç	ç...larch, chump....	chay
J	j...large, jump.....	jay
K	k...leek, cane.....	kay
G	g...league, gain....	gay

Continuants.

F	f...safe, fat.....	ef
V	v...save, vat.....	vee
H	h...wreath, thigh....	ith
Θ	θ...wreath, thy....	thee
S	s...hiss, seal.....	ees
Z	z...his, zeal.....	zee
Ξ	ξ...vicious, she.....	ish
Ξ	ξ...vision, pleasure	zhee

Nasals.

M	m...seem, met.....	em
N	n...seen, net.....	en
Ŋ	ŋ...sing, long.....	ing

DIPHTHONGS: Ɔ i, Ɔ u, OU ou, OI oi
as heard in by, now, now, boy.

Liquids.

L	l...fall, light.....	el
R	r...more, right.....	ar

Coalescents.

W	w...wet, quit.....	way
Y	y...yet, young.....	yea

Aspirate.

H	h...hay, house.....	aitch
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VOWELS.

Guttural.

A	a...am, fast, far.....	at
ʌ	ʌ...alms, father.....	ah
E	e...ell, head, any.....	et
Ǝ	Ǝ...ale, air, bear.....	eh
I	i...ill, pity, filial.....	it
Ʊ	Ʊ...eel, eat, mere.....	ee

Labial.

O	o...on, not, nor.....	ot
Ō	Ō...all, law, ought....	aw
Ɔ	Ɔ...up, son, journal....	ut
Ɔ	Ɔ...ope, coat, pour....	oh
U	u...full, foot.....	55t
U	u...do, food, tour....	55

OPINIONZ OV EMINENT MEN.

Dr Morel, H. M. Inspekter ov Skulz.—De men difkalti ov ridig Ingglif arizez from de intrinsik irregulairiti ov de Ingglif langweĵ. A konfuĵon ov ĵdiaz sets in in de mĵnd ov de ĵild respekting de pouerz ov de leterz, whig iz veri sleli and veri penfuli klird ep bi ĵans, habit, or ekspriens, and hiz kapasiti tu n6 w6rdz iz gend bi an im6ns airiz ov tentativ eforts. . . . It apirz dat out ov 1,972 felurz in de Sivil Servis ekzamineĵonz, 1,866 kandidets wer *plykt for spelig*. Dat iz, etin out ov everi nĵntin hu feld, feld in Spelig. It iz serten dat de ir iz n6 ĵid in de spelig ov Ingglif—rader de rev6rs—and dat it iz olmost nesesari tu form a personal akwentanz wid iq individual w6rd. It wud, in fakt, rekwĵr a st6di ov Latin, Freng, and Angl6-Sakson tu enĵel a person tu spel wid foltils akurasi; b6t dis, in most kesez, iz imposibel.

Profesor Gregori.—Der iz n6 obstakel tu jeneral edukĵon and impruvment nirli s6 formidabel az our t6sreli fols ortografi; and der iz n6 mezur whig wud s6 pouerfuli and s6 rapidli pr6met de edukĵon ov de masez az de adopĵon ov a simpler metod ov spelig.

Dr Gilkrist.—Dis grand st6mblig blok tu de rapid marg ov human intelekt iz bi n6 minz irredmiabel, wer pipel tu set hart, hed, and hand about it, bi b6ldli ĵingkiĵ and aktiĵ for demselvz for de komon wil ov mankĵnd.

De Rĵt On. W. E. Gladston.—F onestli kan se ĵ kanot konsiv hou it iz dat a forener lernz hou tu pr6nouns Ingglif when yu rekolekt de t6tal absens ov rul, metod, sistem, and ol de 6kziliariz whig pipel jenerali get when de hav tu akwĵr s6mĵig dat iz difkalt ov atenment.

De let *Dr Herlwoł*, Biĵop ov St Devid'z.—F luk ep6n de establiĵt sistem ov spelig (if an aksidental k6stom ma bi s6 kold,) az a mas ov anomaliz, de gr6t ov ignorans and ĵans, ikwali rep6gnant tu gud test and komon sens. B6t ĵ am awer dat de p6blik klig tu dĵiz anomaliz wid a tenasiti pr6porĵond tu der abs6rditi, and ar ĵel6s ov ol enkr6ĵment on ground konsekreted bi preskriĵfon tu de fri ple ov bliĵd kapris.

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